DOCUMENT RESUME

ED 081 004 CS 200 658

TITLE	Language Arts Guide, Grades 1-6.
INSTITUTION	York County School District 3, Rock Hill, S.C.
SPONS AGENCY	South Carolina Region 5 Educational Services Center, Lancaster.
PUB DATE	70
NOTE	132p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Curriculum Guides; Developmental Reading; *Elementary Education; Functional Reading; Instructional Aids; Instructional Materials; *Language Arts; Language Development; Language Skills; *Reading; Reading Skills; Recreational Reading; Remedial Reading; *Teaching Guides

ABSTRACT

To be used with grades one through six, this language arts guide is intended to assist teachers in the task of teaching language development and mastery. The guide is divided into sections which describe (1) the characteristics of a good language arts teacher and of a sound basic reading program; (2) different types of reading (developmental, functional, recreational, and corrective or remedial); (3) basic language arts and reading skills for each grade level; (4) suggested materials (basal readers, supplementary readers, and periodicals); and (5) aids for the teacher of language arts (dictionary aids, tests, games, suggested follow-up activities, and miscellaneous aids). A bibliography and a list of publishers is included. (HOD)

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SCHOOL DISTRICT NUMBER THREE

CURRICULUM GUIDE
FOR
LANGUAGE ARTS

WRITING

SPELLING

READING

SPEAKING

LISTENING

GRADES 1-6

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ED 081004

LANGUAGE ARTS GUIDE

GRADES 1 - 6

ROCK HILL SCHOOL DISTRICT NUMBER THREE

ROCK HILL, SOUTH CAROLINA

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Lancaster, South Carolina

1970

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PURPOSE

P U R P O S E

Students at all levels learn best to listen, speak, read, write, and spell in situations in which the purposes of learning are clear and significant to them. This Language Arts Guide is intended to assist teachers in the complex task of teaching language development and mastery.

The specific objectives of the language arts program are as follows:

To improve each student's ability to convey information, ideas, and emotions both in speaking and writing, as clearly and effectively as possible.

To improve each student's ability to receive through reading, viewing, and listening, the information and inspiration available through spoken and written language.

To help students develop attitudes and acquire appreciations that will foster personal growth.

G E N E R A L

The ultimate purpose of language arts instruction is to produce a mastery of the language. But the teacher of the language arts, though necessarily concerned with developing skills and concepts, must also be sensitive to language as a factor in social behavior. Students at all levels learn to listen, speak, read, write, and spell in situations in which the purposes of learning are clear and significant to them. Hopefully, this guide will aid the language arts teacher in properly instucting his students in the best possible situations.

Language development comes as a result of interaction with the environment (experience); and it occurs in overlapping stages which are as follows:

1. Auditory receptive language - listening
2. Auditory expressive language - speaking
3. Visual receptive language - reading
4. Visual expressive language - writing

Our objectives are as follows:

1. To improve each student's ability to convey information, ideas, and emotions, both in speaking and writing, as clearly and effectively as possible.
2. To improve each student's ability to receive through reading, viewing, and listening the information and inspiration available through spoken and written language.
3. To help students develop attitudes and acquire appreciations that will foster personal growth.

CHARACTERISTICS OF A GOOD LANGUAGE ARTS TEACHER

The language arts teacher is characterized by the following qualities:

A real liking for children

A manner that conveys a note of optimism and good cheer

A sensitivity to the emotional needs of children, with warmth, tact, and sympathetic understanding

A knowledge of the reading program up through the grades, of corrective methods and materials, and an awareness of the referral agencies in the community

An ability to work with other teachers, parents, and with administrators

A tolerance for imperfection and an awareness that no absolute goals can be set

CHARACTERISTICS OF A SOUND BASIC READING PROGRAM

The basic reading program is characterized by the following qualities:

A reading program providing instruction in all the basic reading attitudes and skills

Teachers of the various school subjects teaching the reading and study skills needed

Reading to pursue a hobby or to develop an interest

Providing special help to children with reading difficulties

TYPES OF READING

DEVELOPMENTAL LANGUAGE ARTS

Developmental language arts is that area of the curriculum that deals with the child's ability to comprehend and assimilate basic language skills. The Basic Skills Outline has been provided to aid the teacher in determining the pupil's progress in each area, regardless to grade placement. These skills are used in all subject matter areas and in all types of language programs. However, the rudimentary skills are developed and practiced in the developmental program with specific and systematic instruction.

Characteristics of a sound program require that it be realistic, have definite goals, relate activities to a central theme and coordinate well with other subjects in the curriculum.

Reading skills and habits are practiced in actual, well-motivated reading situations; drills are subordinated and used only when needed; exercises are not allowed to over-balance genuine reading activities.

Interesting material is recognized as essential if the child is to maintain an enthusiastic attitude toward reading. Materials should be correlated in vocabulary and interest area.

FUNCTIONAL READING

Functional Reading is the term commonly used to denote proficiency in reading in all areas of the curriculum. It is of the utmost importance since the largest segment of pupil reading is done in the subject areas. The presence or absence of effective reading skills underlies success or failure in all fields. The ability to read is a prerequisite in many classrooms for advanced instruction.

This doctrine has been apparent for some time. In 1937, Snedaker and Horn wrote: "One result of the growing realization of the importance of related training in methods of study to each specific field of the curriculum has been to place the responsibility for the efficient study of the subject squarely upon the teacher of that subject. In effect, each teacher becomes a teacher of reading." Despite this early realization, for over three decades little attention has been focused at the functional reading field. This obvious blindness to an essential area by the teaching profession may be attributed both to ignorance and intent. Many of our collegues are simply unaware, while others object to being instructors of reading as well as teachers in subject areas. Both this resentment and short-sightedness are a result of improper instruction in reading methods.

The purpose of this section on functional reading is to acquaint the professional educator with the specific nature and aspects of this field and to equip him with the methods and techniques to promote effective reading in all curriculum areas.

HOW IS READING IN CURRICULUM AREAS DIFFERENT FROM GENERAL READING?

Reading in subject areas places emphasis on comprehension and retainment of read materials rather than the recognition and pronunciation of words from a page. The student's reading ability must be guaged not by facility and superficiality but by his depth and imagination.

What specific problems do curriculum teachers face?

I. Many students are unprepared to read in subject areas.

   A. Little systematic, concentrated work on vocabulary in specific fields has been undertaken

   B. "Emphasis in reading has been placed on creativity rather than discipline, on general ideas rather than precise meaning."[1]

II. It is very difficult, if not impossible, to judge the extent of a student's progress. The so-called national achievement tests, undertake to test comprehension, reward rate and vague impressions rather than true understanding. One is usually left to fathom the student's ability on his own.

[1] Terman and Walcutt, Reading Chaos and Cure, p. 73
McGraw-Hill Book Co., New York, 1958

METHODS AND TECHNIQUES TO DEVELOP STUDENT'S READING ABILITY IN CURRICULUM AREAS

1. Include words from curriculum areas in vocabulary lists.
2. Do not be content with one definition of any word from a student. Encourage him to learn or familiarize himself with all meanings.
3. Utilize drills that require readers to locate and isolate one or two specific facts in a section as well as seeking general impressions of the text.
4. Include technical books in required reading lists.
5. Utilize subject area textbooks in reading lessons.
6. Utilize library materials on a variety of reading levels for units of work.

CHECKLIST TO EVALUATE CURRICULUM STUDY SKILLS

1. Skims to discover a specific fact or facts
2. Arranges related items in sequence
3. Classifies information
4. Uses the table of contents, glossary, and footnotes in textbooks
5. Begins to use library resources for factual information

RECREATIONAL READING

The definition of recreational reading states that the term "recreational reading" denotes the independent, library and free reading programs. The goal for the recreational reading aspect of the total program is to develop a permanent interest in reading that will carry over into each individual pupil's leisure time activities throughout life.

The special advantages of this type of reading are that they embrace a greater range and variety of material than any other communication agency. Material is more accessible on more topics through the written page. Recreational reading is more easily adapted to individual purposes, interests, and rates of assimilation; therefore, less time consuming.

In order to stimulate the interest of pupils, it is first necessary to know the individual interest of each child, the reading level, and basic needs of the child. A familiarity with children's literature is imperative if children are to be directed to materials on their interest, reading level, and that meet their independent needs. Resources helpful to the teacher include good libraries and knowledged librarians engaged in instructional practices. Book lists are a source for specific listings.

Children need to be directed to read not only for pleasure in the recreational reading program but for knowledge, information, and enrichment as well. Direction in these activities is essential.

Teachers have found reporting a valuable way of directing the recreational program. Reporting serves a way of learning from others, motivating students for additional reading and social sharing. Some children seek recognition and teachers are able to direct interest and needed activities more effectively.

Common ways of reporting include oral and written techniques. Oral reporting can be individualized by incorporating the following techniques:

1. Giving an oral synopsis
2. Broadcasting
3. Telling a plausible ending for a book
4. Forming a "book club" where books are discussed
5. Comparing books related by theme, characters and settings
6. Constructing and preparing plays with stage settings
7. Producing a mock television show
8. Building, making, and illustrating book characters and themes
9. Planning and decorating a bulletin board
10. Impersonating book characters
11. Planning quiz programs

Written techniques include:

1. Writing letters of appreciation to authors
2. Recommending or criticizing a book (mailed to another student)
3. Writing advertisements to "sell" the book for the school paper, bulletin board or as a book jacket
4. Keeping a "Personal Reading Notebook" in the form of a diary

Incidentally, many books in a free reading period should have no report required. However, a chart showing numbers or types of books read might be kept.

There are numerous surveys that suggest the types of stories children like to read.

Surveys indicate that children enjoy reading tales of high adventure and suspense, stories from around the world, stories of boys and girls with an historical setting, traditional tales, and legendary events of other

lands and times. Poetry that is particularly interesting to children is whimsical, shocking or of the narrative type.

Television can extend the knowledge of children and should be used especially for motivation and discussion. The teacher who is familiar with children's programs sets aside time for discussion of program, encourages reading to find out more about the same subjects and extends knowledge to the use of encyclopedias and development of worthwhile hobbies.

In addition to the positive direction that the teacher gives pupils, it is well to remember that care must be taken not to analyze and pick to pieces everything which children read. Enforced memorization of selections picked by the teacher may prejudice children against good literature. It can be unprofitable to spend long periods trying to "find out what the author really meant."

When a recreational reading program is successful, children will read widely and with enjoyment, materials of their own choosing.

CORRECTIVE AND REMEDIAL READING

The corrective reading program tries to meet the training needs of pupils who, while not severely retarded, are distinctly handicapped in general or specific reading skills.

The remedial program usually serves that small portion of the shcool population whose reading abilities are so low that normal participation in the regular classroom situation is virtually impossible. When the remedial activities are carried on by a regular classroom teacher within the framework of regular class instruction, the term corrective applies.

When the help takes place outside the framework of class instruction, it is called remedial reading. When a special reading teacher works with a class of a size which is typical for the school, this should be called corrective rather than remedial reading. Remedial reading instruction is done within an individual or small group during a special period by a special teacher in a clinic or on a private tutoring basis.

This discussion directs its attention to working with students who are experiencing difficulties in reading within the classroom.

Some factors that may lead to reading disabilities are summarized below:

1. Lack of variety or range in curriculum materials so that the needs of all the members of the class are not met
2. Exposure of pupils to curricular materials that are beyond their skills
3. Poorly structured reading lessons, neglecting such things as careful introduction of new words and their meanings, building interest and readiness for the lesson at all levels, and comprehension checks that include aspects other than the recall of directly stated facts
4. No provision for above-grade-level reading materials where brighter children's skills are far above the level of their assigned readers

5. Lack of materials of varying interest to enable all children to find something they really want in their reading

6. Poor exchange of information about problem cases between teachers, administrators, and parents.

7. Teachers utilizing a straight textbook approach with more concern about the coverage of materials than the learning of a skill

8. An expectation for children to learn too much too soon, coming either from the parents and transmitted to the school or from the school personnel

9. Lack of systematic reading instruction through at least the first eight grades of school

SUGGESTIONS TO AID IN CORRECTIVE TEACHING

1. The poor reader must be helped to feel that he is liked, appreciated and understood.

2. The pupil's progress should be compared only with his own past performance.

3. The units of improvement should be small enough that progress can be recorded at frequent intervals. Every sign of improvement in the child's work should be noted and called to his attention.

4. Find material that is at the reading and interest level of the student.

5. The language experience method is helpful with non-reading students at any level (See III. Methods)

LEVEL OF READING

BASAL (INDEPENDENT)

This is the level of supplementary and independent reading. Child should be able to read the book at home or school without aid. The material should cause no difficulty and high interest level should be maintained.

90% Comprehension	No finger pointing
99% Pronunciation	No vocalization
No head movements	Good phrasing

INSTRUCTIONAL LEVEL (Level of basal reader used in reading groups)

This is the teaching level. The reading material must be challenging and not too difficult.

75% Comprehension	No vocalization
95% Pronunciation	Good phrasing
No head movements	Conversational tone

FRUSTRATION LEVEL

This level is to be avoided. It is the lowest of readability at which a child is unable to understand. The material is too difficult and frustates the child.

Comprehension less than 50% - slow, word-by-word reading
Inability to anticipate meaning
Pronunciation less than 90%
Head movements, finger pointing, tension, withdrawal, vocalizations, substitutions, insertions, repetitions, etc.

CAPACITY LEVEL

This is the hearing level; i.e. the highest level of readability at which a child is able to understand when listening to someone read or talk. Pupil will understand the selection and be able to express himself accurately.

75% comprehension — Accurate pronunciation can understand what is being read or said
Can answer in language similar to selection

NOTES

B A S I C S K I L L S O U T L I N E

DEVELOPMENTAL READING

LANGUAGE ARTS SKILLS IN READINESS

Practice of skills listed below assures child of proper development in --

I. Oral Communication

A. Speaking
1. Gives information
a. First and last name
b. Age
c. Address and telephone number
d. Parents' name
2. Develops vocabulary and usage
a. Relates experiences
b. Contributes incidents in his own words from his own experiences
c. Practices new words
d. Asks questions about new things
e. Associates
(1) Objects with pictures
(2) Objects with names orally
(3) Directional concepts with oral direction words - up, down, here, there, come, under, etc.
3. Identifies
a. Objects in the room
b. Objects as seen from the window
4. Develops ease and readiness for talking

B. Listening
1. Follows directions - simple oral directions such as "close the door"
2. Begins attentive listening
a. Records
b. Short stories
c. Picture stories
d. Dramatization
3. Becomes acquainted
a. Rhymes - jingles
b. Poetry
c. Stories for children

II. Communication Through Pictures

A. Reads pictures
1. Identifies objects in the picture with no background detail (single objects)
2. Identifies more than one object
3. Cuts pictures from magazines and arranges them to make a book

B. Uses various media
1. Clay modeling
2. Scribbling
3. Finger painting
4. Painting
5. Paper cutting
6. Pasting

III. Written Communication

A. Reading
1. Development of interest
a. Pictures
b. Stories told by pictures
c. Pictures and colors matched
d. Library books
e. Books from home
2. Auditory Discrimination
a. Identifies sounds - in classroom, in school, and in the neighborhood
b. Listens to sounds related to things - as fire bell, train whistle, car horn, telephone, etc.
c. Hears and gives rhyming words and words that sound alike
d. Tells differences and likenesses in sounds of words
3. Visual Discrimination
a. Finds missing parts in pictures
b. Recognizes likenesses and differences in
(1) Size
(2) Pictures
(3) Forms
c. Recognizes own name
d. Puts caption under pictures

B. Mechanics
1. Moves eyes from left to right when looking at printed words or names under pictures
2. Holds book properly
3. Turns pages of a book

LANGUAGE ARTS SKILLS FOR GRADES ONE, TOW AND THREE

READING SKILLS FOR GRADE ONE

Readiness Level

I. Vocabulary

A. Word Recognition
1. Perceives likenesses and differences
2. Recognizes own name in print
3. Recognizes names and sounds of letters
4. Matches letters
5. Matches capital and small letters

B. Word Meaning
1. Conveys ideas orally
2. Associates pictures to words
3. Identifies spoken words with picture clues
4. Infers meaning from context clues
5. Uses many kinds of experiences to gain understanding of words

II. Perceptive Skills

A. Auditory
1. Reproduces pronounced two or three syllable words
2. Distinguishes sound differences in spoken words
3. Hears differences in words
4. Extends listening and speaking skills
5. Associates sound with the printed word
6. Hears sounds at beginning and ends of words
7. Hears rhyming words
8. Shows awareness of unusual words

B. Visual
1. Uses picture clues
2. Interprets picture story in sequence
3. Notes main ideas and supporting ideas
4. Recognizes colors, sizes, shapes
5. Observes likenesses and differences
6. Learns left to right visual progression
7. Coordinates eye and hand movements

III. Comprehension

A. Interest
1. Wants to learn to read
2. Likes to be read to

3. Shows sufficient attention span
4. Perceives simple relationships
5. Classifies and makes generalizations

B. Ability
1. Remembers names of characters, main ideas, and conclusions from stories he hears read
2. Recalls story events in sequence
3. Expresses ideas in complete sentences
4. Works independently for short periods
5. Begins at front of book
6. Progresses from left to right

IV. Oral Expression

A. Expresses self spontaneously

B. Makes simple story endings

C. Uses new words

FURTHER READING SKILLS FOR GRADE ONE

I. Vocabulary

A. Word Recognition
1. Recognizes words through configuration
2. Associates spoken words with printed symbols
3. Identifies in various settings, certain words usually found in pre-primers
4. Perceives likenesses and differences in word forms
5. Uses pictures and context clues to identify words

B. Word Meanings
1. Associates pictures with words and sentences and vice versa
2. Perceives likenesses and differences in word form
3. Identifies new words in sentence structure
4. Uses many kinds of experiences to gain understanding of words
5. Infers meanings from context clues

II. Word Analysis

A. Phonics
1. Recognizes
a. Single initial consonants and can make their sound
b. Knows single consonant sounds at ends of words

c. Knows single consonant sounds in middle of words
d. Knows names and sounds of vowels
e. Knows sounds of initial consonant blends
f. Recognizes rhyming words

2. Substitutes single consonant sounds in known words

B. Structural Analysis

1. Knows endings - "ed", "ing", "s", "es", "er", "est"
2. Observes compound words made of two known words
3. Knows common word families
4. Recognizes contractions

C. Word Form Clues

1. Notices capital and small letters
2. Observes length of words
3. Recognizes double letters

D. Additional information to aid teaching of phonetic skills

1. Auditory discrimination of speech sounds
2. Teaching the initial consonant sounds and beginning consonant substitution
   a. M, T, B, H, P, N
   b. D, W, G, C, J
   c. F, L, R, S
3. Teaching the short vowel sounds
4. Teaching the ending consonants
5. Teaching median vowel substitution
6. Introducing the
   a. a in "all" words
   b. a in "car" words
   c. a in "bass" words
   d. u in "full" or "dull" words
7. The consonant blends: bl, br, cl, cr, dr, fl, fr, etc.
8. The letters K and Q
9. The long vowels
   a. a, e, i, o, u, y
   b. Long vowel plus silent e
   c. ai, ay, ea, ee, oa, oe, ow
10. The ly ending
11. The le ending
12. S pronounced as Z
13. Letters v, x, y, z
14. Speech consonants ch, sh, th, wh, gh, ph
15. Soft sounds c and g
16. Three letter consonant blends, scr, shr, spl, spr, squ, str, thr
17. The effect of R on a previous vowel er, ir, or, ur, and Wa
18. The dipthongs, ei, ie, oi, oy, oo, ou, au, aw, ow, ew, ue
19. Syllabication
20. Silent consonants
21. Foreign words
22. Special problems of two - and three - syllable words

III. Comprehension

A. Understands printed symbols, objects, and actions

B. Grasps the meaning of simple messages

C. Follows printed directions

D. Draws conclusions from given facts

E. Finds main idea

F. Recognizes emotional reactions and motives of story characters

G. Remembers what is read by recall

H. Anticipates outcomes

I. Places events in sequence

J. Remembers how to find answers to questions

K. Considers ideas in the light of his knowledge and experience

L. Interprets ideas implied, but not directly stated

M. Uses Table of Contents

IV. Actual Reading

A. Oral Reading
   1. Begins to read in thought units
   2. Uses and understands correct pronunciation
   3. Uses correct phrasing
   4. Uses proper voice intonation and expression
   5. Develops good posture and how to handle book
   6. Reads aloud for entertainment of an audience
   7. Reads aloud small portions of text in order to satisfy certain purposes
   8. Enjoys and appreciates rhythmic verses (poetry)

B. Silent Reading
   1. Comprehends fully the ideas expressed in the texts
   2. Understands major and minor ideas and their relation to each other
   3. Locates information
   4. Adds meaning, with own background of ideas, experiences and emotions

LANGUAGE ARTS SKILLS FOR GRADE ONE

I. Handwriting

A. Manuscript procedure
1. Begin by letting children write on chalkboard
2. Use large pencil and drawing paper
3. Introduce primary lined paper
4. Encourage left to right progression

B. Mechanics
1. Form small letters
a. Straight stroke letters i, l, t
b. Circle letters o, c, e
c. Circle and stick letters combined a, b, d
d. Tail strokes below base line g, p, q, j, y
e. "Hump" letters r, n, m, h
f. Other letters s, u, f
2. Form Capital Letters
a. Same as small letters C, O, S, V, W, X, Z
b. Slant and straight letters A, E, F, H, I, K, L, M, N, T, Y
c. Straight lines and semi-circle B, D, P, R
d. Other capitals G, J, U

C. Neatness
1. Check size of letters
2. Note spacing
a. Letter placements in words
b. Between words
3. Watch sequence of strokes (ex., b, d)
4. Discourage reversals

D. Position
1. Watch for left handedness
a. Correct position of paper
b. Teach child by his own handedness
2. Encourage good posture
3. Show correct way to hold pencils

II. Written Composition

A. Sentence Structure
1. Compose simple sentences
2. Use capitals
a. Beginning sentences
b. Names
c. Story titles
3. Punctuation
a. Periods
b. Question Marks
c. Comma

B. Functional Writing
   1. Write messages and announcements
      a. Notes home
         1. P. T. A.
         2. Thank You notes
      b. Letters
   2. Creative Writing
      a. Simple stories about pictures or their experiences
      b. Riddles
      c. Captions for drawings
      d. Ideas relative to personal needs and desires

C. Spelling
   1. Use words in natural writing situations
   2. Use related words by substitution, such as word families
   3. Coordinate listening and writing skills
   4. Associate consonants and vowels with their sounds

LANGUAGE ARTS SKILLS FOR GRADE TWO

I. Vocabulary

A. Word Recognition
1. Recognizes 220 Dolch Basic Sight Words
2. Uses of word form clues
a. Configuration
b. Visual similarity
c. Rhyming words
3. Uses structural analysis
a. Little words in big words
b. Possessives and plurals
c. Compound words
d. Contractions - Omit 1 letter (I'm, can't, don't)

B. Wrod Meanings
1. Comprehends multiple meanings of words
2. Recognizes
a. Synonyms
b. Antonyms
c. Homonyms

II. Word Analysis

A. Structural
1. Recognizes
a. Prefixes and suffixes
b. Compound words
c. Contractions
d. Possessive forms of nouns
e. Common rules for forming plurals
f. Little words in big words
2. Understands syllablication

B. Phonics
1. Knows consonant sounds
a. Positions - initial, final, medial
b. Blends
c. Diagraphs
2. Uses vowel sounds
a. Single vowels
b. Modified when preceding "r" is modified
c. "a" is modified when preceding "l" and "iv"
d. Dipthongs
e. Silent letters
f. Functions of "y"
g. E, O, Y, at end of short words have long sound
3. Recognizes word families

III. Comprehension

A. Association of ideas

1. Draws conclusions
2. Anticipates outcomes
3. Finds proof
4. Associates text with pictures

B. Organization of ideas
1. Follows printed directions
2. Finds main idea
3. Follows plot sequence

C. Locating information
1. Utilizes table of contents
2. Seeks specific information

D. Appreciation
1. Dramatizes stories
2. Illustrates stories previously read
3. Recalls and tells stories
4. Owns several books he particularly likes

E. Formation of sensory judgments
1. Answers questions concerning things they see, hear, feel or smell
2. Interprets figurative language
3. Senses emotional reactions
4. Interprets idiomatic language

IV. Oral Reading

A. Reads clearly and distinctly

B. Reads with expression

C. Reads fluently

D. Reads so listeners enjoy story

V. Handwriting - Manuscript

A. Mechanics
1. Makes figures - circles, parts of circles, vertical lines, slant lines
2. Visualizes letters
3. Leaves headroom for capital and small letters
4. Uses pencil correctly
5. Writes correctly on paper, positions body, paper, hand and pencil

B. Techniques
   1. Utilizes
   2. Forms letters, correct size and proportion
   3. Spaces evenly
   4. Positions written work on paper - alignment and pleasing arrangement

C. Cursive writing
   1. Evidence of readiness
      a. Holds pencil correctly
      b. Is interested in beginning cursive writing
      c. Recognizes letters and words
      d. Has sufficient muscular maturity
      e. Has mastered manuscript
   2. Proper position habits
      a. Body - well back in chair, feet on floor, relaxed and comfortable, head erect
      b. Hand and pencil
      c. Paper

D. Grading slip for cursive writing
   1. Overall neatness
   2. Margins
   3. Slant
   4. Quality of pencil line
   5. Spacing in and between words
   6. Letter forms
   7. Size of writing
   8. Alignment of letters
   9. Figures
   10. Proportion
   11. Overall legibility

VI. Spelling

A. Distinguishing sounds that letters make in words
   1. Hearing consonant sounds
   2. Hearing and spelling short vowel sounds
   3. Hearing and spelling long vowel sounds

B. Connecting specific consonant sounds with letters which spell them
   1. Review of 14 key sounds, b, d, f, g, h, k, l, m, n, p, r, s, t, w
   2. C or K spells sound of k
   3. S spells s and z sounds
   4. Digraphs wh, th, ch, sh, ng
   5. Silent letters

C. Connecting specific vowel sounds with letters which spell them
   1. Review of short vowel sounds
   2. A single vowel at the beginning or medial position has short sound
   3. A long vowel sound is spelled:
      a. By a single vowel at the end of a short word - by, me, so
      b. By two vowels together with first vowel sounded and second silent
      c. By a vowel followed by a consonant and a silent e
   4. Additional sounds and their spellings
      a. ow spells $\bar{o}$ as in snow
      b. ow and ou spell ou as in down
      c. er is usually spelled er
      d. oo spells both long and short oo as in g$\breve{oo}$d and f$\bar{oo}$l
      e. Y, after a conconant often spells the short i sound
      f. ay spells the long $\bar{a}$ as in play

VII. Reinforcement of endings

A. Plurals - add s to most words, add es if word ends with a hissing sound

B. Verb changes - add s to some doing words, add ed to some doing words to make them tell what happened yesterday

C. Add ing to some doing words to make other words

VIII. Seeing that some words have two parts

A. Divide words in specific places

B. Listen for and count vowel sounds in words

IX. Using spelling in composition

A. Write simple sentences correctly

B. Write simple stories following sequence

C. Write simple stories relating experiences

LANGUAGE ARTS SKILLS FOR READING, SPELLING AND LANGUAGE ARTS
GRADE THREE

Reading Skills

I. Vocabulary

A. Word Recognition
1. Recognizes basic sight words
2. Refines skills previously taught
a. Compound words
b. Prefixes and suffixes
c. Identification of root words
d. Knows most initial consonant sounds
e. All contractions
3. Builds mental images through words
4. Comprehends colloquial expressions
5. Interprets common prefixes and suffixes
6. Checks word meanings with glossary dictionary

B. Word Analysis
1. Reviews and refines previously taught skills
2. Learns new skills of
a. Forming plurals
b. Similarities of sound as x and (cks)
3. Uses syllabication rules and/or generalizations
4. Hyphenates words using syllable rule
5. Understands use of primary accent mark
6. Knows how to accent syllables
7. Works well with phonetic and structural analysis

II. Silent Reading Skills

A. Comprehension of ideas expressed in text

B. Relationship of major and minor ideas

C. Information
1. Locates
2. Skims and scans
3. Adds meaning to the text from the readers own background of ideas, experiences, and emotions

III. Oral Reading Skills

A. Reads aloud for the entertainment of an audience

B. Finds and reads aloud small portions of text in order to satisfy certain purposes of the reader

Basic Goals in Spelling

I. Distinguishing the Sounds That Letters Make in Words

A. Hearing consonant sounds

B. Hearing and spelling short voewl sounds

C. Hearing and spelling long vowel sounds

II. Connecting Specific Consonant Sounds With the Letters Which Spell Them

A. Review of recognition of b, d, f, g, h, k, l, m, n, p, r, s, t, w. Introduction of j and y

B. The k sound will usually be spelled with c or with k. At the end of a word or syllable, it will often be spelled ck

C. Consonants are sometimes silent

D. The letter s spells both the s and z sounds

E. These two letter combinations spell one sound: th, ch, sh, wh, ng

F. The s sound is often spelled by c

G. The ks sound is usually spelled with x

H. The sound of f in final position is sometimes spelled with ch

III. Connecting Vowel Sounds With the Letters Which Usually Spell Them

A. A single vowel at the beginning or inside of a word usually has the short vowel sound

B. A long vowel sound is usually spelled by:
   1. A single vowel symbol (including y) which ends the word of syllable
   2. Two vowels together, with the first vowel spelling the sound and the second vowel silent
   3. The vowel, followed by a consonant and silent e

C. The final y often spells the short i sound

D. Combination to look for in spelling vowel sounds
   1. The ow spells the long o sound
   2. The ow and ou spell spell the ou sound
   3. The er ending is usually spelled er. Sometimes it is spelled or
   4. The oo spells both the long and short oo sounds
   5. The ay spells the long a sound
   6. In words spelled with ar, the sound of a when it is followed by r is different from the a of a hat or rain

IV. Structural Generalizations - Adding Endings

A. Form the plural of most nouns by adding s or es. These endings are also added to some verbs

B. Form the past tense of many verbs by adding d or ed

C. Form the plural or past tense of many words which end with y by changing the y to i and adding es or ed

D. Make new words by adding ing
   1. Double the final consonant of many words before adding ing
   2. Drop the final e of many words before adding ing

E. Form the past tense of some verbs by changing the spelling

F. Make new words of many words by adding r or er and st or est

Language Arts Skills

I. Listening

A. Listening to sounds

B. Listening to directions

C. Listening to reports

D. Remembering what you hear

E. Listening to learn new words

F. Remembering things in the right order

G. Listening for pleasure

H. Listening for rhyming words

I. Listening to discussions

J. Listening to poetry

II. Using Capital Letters

A. Writing and spelling the names of days

B. Abbreviations of the names of days

C. Writing and spelling the names of special days

D. Using capital letters in titles

E. Writing the names of countries

F. Addressing envelopes

G. Writing initials

III. Oral Language

A. Reading aloud

B. Reading groups of words

C. Greeting people

D. Using the telephone correctly

E. Conversations about pets

F. Using words correctly

G. Telling a story in order

H. Holding general conversations

IV. Sentence Structure

A. Sentences that tell

B. Sentences that give orders or directions

C. Sentences that show strong feeling

D. Sentences that ask questions

E. Writing and using sentences

V. Writing

A. Using different sentence beginnings

B. Writing good sentences and paragraphs

C. Keeping to the topic

D. Writing paragraphs in good order

E. Writing invitations and thank you notes

F. Writing letters

G. Writing plural forms

H. Writing short stories

I. Making reports

VI. Word Usage

A. Name words

B. Choosing and using proper verbs

C. Using picture words

V. Structural Generalizations - Syllables, Compounds, and Contractions

A. Words of more than one syllable can be divided into parts
   1. Count the syllables in a word by counting the vowel sounds
   2. When words have two consonants between vowels, first try to divide the word between the consonants
   3. When words have one consonant between vowels, first try to divide the word before the consonant

B. For long words which are made up of two short words, spell the short words first and write them together

C. Use an apostrophe to show that letters have been omitted in contractions

VI. Punctuation and Capitalization

A. Titles and addresses are capitalized

B. Periods are used after abbreviations

VII. Study Skills

A. Alphabetizing

B. Some words sound the same but have different meanings and spellings

C. Proofreading

D. Using words in poetry

E. Words of feeling

F. Over-worked worked words

G. Lively Words

H. Building and using interesting words

VIII. Telling and Writing Stories

A. Planning a good beginning sentence

B. Telling a story in good order

C. Retelling a story you like

D. Keeping on the topic

E. Writing short stories

SEQUENCE OF WORD PERCEPTION SKILLS -- Curriculum Foundation Series

BOOK	VOCABULARY	PHONETIC ANALYSIS	STRUCTURAL ANALYSIS
PP[1]	18 new words		
PP[2]	22 new words	Consonants: f, m, d, s, h	
PP[3]	32 new words 7 new forms	Consonants: p, k, l, b	Endings: -s
Primer	101 new words	Consonants: n, g, t, r, w, j, k, c, ck	Endings: -'s, -ed, -ing
Book I	150 new words* 41 new forms* (*88 attack words)	Consonants: z, y, ch, sh, wh, th s + (t, l, p, c, k, m, n, w) l + (b, c, f, g, p, s) r + (b, f, g, p, t, c, s)	Endings: -er Compounds: two sight words Contractions: one letter omitted
II[1]	213 new words* 128 new forms* (*222 attack words)	Consonants: ng (n before k) Vowels: long and short sounds Vowel = r, l, or w (in one-syllable words)	Endings: -est, -es, -y Final e fule (before vowel endings) Doubling rule before vowel endings Contractions: two letters ommitted
II[2]	346 new words* 112 new forms* (*322 attack words)	Vowels: oo, ea, ow, ew (digraphs) (diphthongs): ou, ow, oi, oy Spelling pattern clues to vowel sounds: (cvc) (cv) (cvvc) (cvce) Variant letter sounds	Endings: -un, -y, -ly Suffixes: -er, -ful, -ish, -en Prefixes: un- Compounds: one sight word + one unfamiliar word Contractions: more than two letters omitted
III[1]	352 new words* 92 new forms* (*313 attack words)	Vowels: schwa (ə) sound Perceiving syllables and accent in spoken words Visual clues to syllabication in two-syllable words (cvc/cvc)(cv/cvc)(cvc/vc) (cv/c+le) Dictionary Pronunciation Key	Plural forms of words ending in f and fe Prefixes: im-, dis-, un-, a- Suffixes: -or, -ment, -ness, -less, -ous
III[2]	735 new words* 92 new forms* (*561 attack words)	Using visual clues (spelling patterns) to syllable divisions and primary and secondary accents in multisyllabic words Using a pronunciation key to interpret dictionary symbols	Prefixes: fore-, re- Suffixes: -teen, -ty, -th, -ward, -able, -ship

LANGUAGE ARTS SKILLS FOR GRADES FOUR, FIVE AND SIX

LANGUAGE ARTS SKILLS FOR GRADE FOUR

I. Oral Communication

A. Listening to develop better communication
1. Stories
a. Read or told by teacher
b. Told by students
2. Records and tape recorder
3. Word sounds
4. Follow directions
5. Facts and explanation of details

II. Speaking

A. Stress standards for storytelling and reporting
1. Better organization of thoughts
a. Better story beginnings and endings
b. Events in proper sequence

B. Oral acitvities
1. Talking together
a. Manners
b. Safety rules
c. Health
d. Pictures
e. Stories
f. TV
g. Movies
2. Telling a story
a. Retelling a story-making story better
3. Making reports
a. Field trips
b. Personal experiences
4. Telephone conversations
5. Reading poems
6. Making announcements
7. Reproducing sounds heard on record or tape recorder
a. Words
b. Songs

III. Writing Skills

A. Alphabet
1. Practice in Cursive handwriting
a. Neatness
b. Legible writing

B. Grammar
   1. Writing simple sentences
      a. Noun
      b. Pronoun
      c. Adjective
      d. Subject
      e. Verb
      f. Adverb
   2. Correct usage in sentences of
      a. did-done
      b. ate-eaten
      c. went-gone
      d. came-come
      e. gave-given
      f. saw-seen
      g. ran-run
   3. Punctuation
   4. Paragraphs

C. Spelling
   1. Pronunciation of words
      a. Use of dictionary
         (1) Pronunciation of words as they sound
         (2) Pronunciation of multisyllabic words
         (3) Location of words
            (a) Alphabetical order
            (b) Guide words
         (4) Definition and word forms
         (5) Spelling and pronunciation helps
            (a) Capitalization
            (b) Abbreviations
            (c) Alternate spellings
            (d) Alternate pronunciations
         (6) Word usage and word origins
   2. Phonetics
      a. Consonants
         (1) Sounds
         (2) Blends
      b. Vowels
         (1) Sounds
         (2) Blends
      c. Pronunciation principles
   3. Structural skills
      a. Prefixes and suffixes
      b. Multisyllabic words
   4. Devices to aid spelling recall
      a. Unexpected spellings
      b. Choosing correct homonym
      c. Spelling compounds part by part
   5. Punctuation and capitalization
      a. Contractions and possessives
      b. Abbreviations
      c. Capitalization of proper nouns and titles

D. Creative Writing
   1. Letters
      a. Personal
      b. Business
   2. Reports
      a. Field trips
      b. Books
      c. School paper
   3. Stories and poetry
   4. Personal experiences
   5. Announcements

IV. Reading

A. Word recognition and vocabulary building
   1. Aids for defining sight words
      a. Flash cards
      b. Word lists
   2. Phonetics
   3. Glossary
   4. Dictionary

B. Use of library
   1. Fiction
   2. Non-fiction
   3. Biography
   4. Reference books
   5. Use of index file

C. Silent reading
   1. Comprehends
   2. Seeks facts and details
   3. Checks for main ideas or purpose

D. Oral reading
   1. Reads intelligently
   2. Uses natural expression
   3. Phrases properly
      Observes punctuation
   4. Pronounces accurately

E. Choral reading
   1. Books or stories
   2. Plays
   3. Poems

F. Reading for pleasure
   1. Library books
   2. Magazines
   3. Newspaper

G. Reading for personal use
   1. Maps and charts
   2. Catalogs
   3. Newspapers

H. Study Skills in reading
   1. Uses important facts
      Sequence
   2. Seeks main idea
   3. Makes simple outline of material read
   4. Combines material from many sources
   5. Skims
   6. Interprets graphs and charts
   7. Discusses and reads creatively
   8. Locates information for specific purposes
   9. Notes or recalls ideas
   10. Forms and reacts to sensory images
   11. Makes and checks inferences
   12. Compares and makes contrasts
   13. Senses emotional reactions, infers motives, and identifies personal traits of story characters
   14. Evaluates, makes judgments, draws conclusions, and generalizes in light of author's purpose, mood or attitude
   15. Identifies points of view and attitudes of story characters
   16. Evaluates actions and personal traits of story characters
   17. Organizes and summarizes ideas
   18. Follows sequence and identifies plot structure
   19. Identifies and evaluates author's purpose and the techniques used to achieve his purpose
   20. Identifies and evaluates elements of style used by author

LANGUAGE ARTS SKILLS FOR GRADE FIVE

I. Oral Communication

A. Listening
1. Listens for details
2. Listens for facts
3. Appreciates various literary forms
4. Appreciates more mature explanations
5. Uses critical appraisal

B. Speaking
1. Style development and elaboration
2. Oral activities
a. Makes reports
b. Tells personal experiences
c. Enjoys poetry
d. Talks about pictures and books
e. Presents information
f. Learns telephone procedures
g. Participates in choral readings
h. Makes introductions
i. Tells anecdotes
j. Makes announcements

C. Language study and appreciation
1. Study origins of surnames and given names
2. Geographical names - cities, rivers, etc.

II. Written Communication

A. Grammar
1. Introduces pronouns
2. Introduces the adjective
3. Introduces the adverb
4. Introduces subject and predicate
5. Learns to identify simple subject and simple predicate
6. Recognizes concept (only) of compound and subjects
7. Writing conversation
8. Reviews capitalization and punctuation
9. Recognizes kinds of sentences

B. Sentence Patterns
1. Optional lessons - sentence patterns with appropriate symbols
2. Word order in sentences

C. Creative writing
1. Reports
2. Poetry

3. Written materials
   a. Announcements
   b. Friendly letters
   c. Business letters
   d. Stories
4. Plays
5. Personal experiences

D. Use of the encyclopedia

E. Use of the dictionary

F. Outlining

G. Note-taking

III. Use of the Library (Skills Reviewed)

IV. Handwriting Objectives

A. To instill in children a sense of pride in writing legibly so that others may read easily

B. To develop an understanding of the techniques which contribute to legible handwriting

C. To encourage self-evaluation so that each child may realize his own practice needs

D. To develop the ability to write fluently and easily

E. To help children acquire habits of neatness and organization in written work

F. To help children acquire a style of writing that will meet the needs of the individual as he matures

V. Spelling Skills

A. Phonetic
1. Consonants
   a. Regular consonant sounds
   b. Combination of consonants - ng, sh, ch, ck, etc.
   c. Silent consonants
2. Vowels
   a. Short sounds of medial vowels
   b. Long sound
   c. Vowel combinations

B. Structural
   1. Prefixes and suffixes
      a. Endings
      b. Formation of irregular plurals
      c. Number suffixes
      d. Addition of suffixes which change the part of speech of the root word
      e. Addition of prefixes to change root word meanings
   2. Multisyllabic Words
      a. Syllable division
      b. Spellings of the "fl"

C. Miscellaneous
   1. Devices to aid spelling recall
      a. Remembering unexpected spellings
      b. Choosing the correct homonym
      c. Spelling compounds part by part
   2. Punctuation and capitalization
      a. Spelling of contractions and possessives
      b. Spelling of abbreviations
      c. Capitalization of proper nouns and titles

VI. Dictionary Skills

A. Pronunciation of words
   1. The dictionary shows pronunciation by spelling words as they sound
   2. The dictionary uses devices to show the pronunciation of multisyllabic words

B. Location of words
   1. Entry words are listed alphabetically
   2. Guide words show the first and last word on each page

C. Definitions and Word Forms
   1. Various devices are used to define a word
   2. Some irregular word forms are given

D. Miscellaneous
   1. Other spelling and pronunciation helps are shown
      a. Capitalization
      b. Abbreviations
      c. Alternate spellings
      d. Alternate pronunciations
      e. Preferred spellings
      f. Key words for pronunciation symbols
   2. Additional language helps are given
      a. Parts of speech
      b. Word usage
      c. Word origin

VIII. Reading Skills

A. Comprehend literal meanings

B. Follow sequence of ideas

C. Note details

D. Perceive relationships (time, sequence, analogous, cause-effect, place, class)

E. Use of glossary

F. Use of context to select appropriate definitions

G. Evaluate actions and personal traits of characters

H. Grasping main idea

I. Skim to locate specific information

J. Form and react to sensory images

K. Identify elements of style

L. Identifying author's purpose and techniques used

M. Identify printed words by using clues to vowel sounds

N. Compare and contrast

O. Organize and summarize ideas

P. Interpret diagrams

Q. Understand that a root word retains one of its meanings in a derived form

R. Understand that an affix has a meaning and/or function

S. Understand that the meaning of an affix combines with that of a root word.

T. Understand that the suffix - ity is a clue to accent

U. Read critically to make judgements about information given in material written for different purposes

V. Identify function of explanatory paragraphs

W. Recognize and identify ways a playwright reveals character

X. Make references

Y. Follow sequence and identify plot structure

Z. Anticipate action and outcome

AA. Understand language growth and change

BB. Identify and react to the mood of a poem

CC. Identify and evaluate elements of style (rhythm, choice of words)

DD. Read critically to evaluate, make judgments, draw conclusions, and generalize about information given in material from different sources

EE. Identify the mood of a passage

FF. Preview an article to make judgments about the kind of information it contains

GG. Recognize the function of topic headings and use them to locate information

HH. Interpret charts

II. Recognize function of different kinds of reference materials

JJ. Locate specific passages to prove a point

KK. Identify and evaluate elements of style (figurative and picturesque language, colloquialism)

LL. Recognize homonyms, and heteronyms, antonyms, synonyms, and contractions

MM. Recognize open and closed syllables

LANGUAGE ARTS SKILLS FOR GRADE SIX

Oral Communication - Listening and Speaking

I. Listening

A. Listening for details
   1. Appreciation of various literary forms
   2. Comprehends more mature explanations
   3. Critical appraisal

II. Speech

A. Style development and elaboration

B. Oral activities
   1. Reports
   2. Personal experiences
   3. Poetical enjoyment
   4. Presentations
      a. Drama
      b. Simple debates
      c. Speeches and recitals

Reading - Incorporates Both Spelling and Some Parts Grammar

I. Vocabulary

A. Word recognition
1. Context clues
a. How word is used in sentence
b. Function of word
2. Picture clues
a. Visual impressions of words
b. Configuration
3. Language rhythms
a. Rhyming clues
b. Appreciation for general rhythm of well-expressed ideas

B. Prefixes

C. Word Meaning
1. Multiple meanings
2. Associating words and feeling
3. Formal and informal
a. Speech pattern
b. Level of language usage
4. Recall
a. Aided
b. Unaided
5. Hyphenated words
6. Synonyms
7. Homonyms
8. Antonyms
9. Heteronyms
10. Interpreting colloquial and figurative expressions
11. Enriching imagery

II. Word Attack Skills

A. Phonic and structural characteristics of words
1. Initial consonants - word families - simple endings
2. Long and short vowels
3. Groups - (oi-oy-aw-av)

B. Vowel Sounds
1. Vowel rules

C. Syllable rules

D. Accents

E. Possessives

F. Contractions

G. Silent letters

H. Dictionary skills

I. Glossary

III. Comprehension

A. Outlining
   1. Takes notes
   2. Finds sequence of ideas or events
   3. Skims
      a. Locates facts and details
      b. Selects and rejects for a purpose
      c. Looks for main ideas
      d. Interprets character's feelings
      e. Selects topic sentences

B. Following directions

C. Drawing conclusions

D. Locating information
   1. Reference materials
   2. Library skills
   3. Periodical sources
   4. Personal research

E. Reading rate
   1. Different rate for different purpose
   2. Comprehension at high rate

IV. Oral Reading

A. Choral reading and poetry

B. Listening appreciation

Grammar - Covered Partly in Reading

I. Parts of Speech

A. Nouns
1. Noun signals
2. Proper and common nouns
3. Singular and plural nouns
4. Cases

B. Verbs
1. Recognition
2. Auxiliary
3. Verbs in Contractions
4. Principal parts

C. Pronouns
1. Recognition
2. Singular and plural
3. Possessive
4. Usage
   a. After verbs of being
   b. After action verbs
   c. After prepositions

D. Adjectives and Adverbs
1. Adjective
   a. Types
   b. Comparison
   c. Negatives
   d. Proper Adjectives
2. Adverbs
   a. Comparison
   b. Recognition

E. Preposition and Conjunctions
1. Preposition
   a. Recognition
   b. Usage
2. Conjunction

II. Construction

A. Sentences
1. Types
2. Parts
   a. Subject
   b. Predicate
3. Subjects in commands and requests

B. Paragraphs

C. Compositions
   1. Written reports - includes research
   2. Letters
   3. Original compositions

SOURCES

Language For Daily Use - Harbrace Edition - Grade 6 - Harcourt, Brace & World, Inc.
Cavalcades - Scott, Foresman and Company
Educator's Guide to Personalized Reading Instruction - Walter B. Brace, Prentice-Hall, Inc. 1962 p. 204-5

NOTES

METHODS

METHODS

Methods used in the instruction of reading should be carefully selected so that habits which are detrimental to efficient reading will not develop later.

Some methods which seem to do an outstanding job of developing reading skill in the early stages exact their toll later. When a new or different method of teaching reading is being evaluated, the evaluation should follow the child for several years.

The goals and objectives of the reading program should reach far into the future and not be confined to what is to be met during the next year in school. The ultimate result of the reading program should be to develop a student with efficient, independent reading habits, prepared for responsible citizenship and ability to profit from reading on his own.

There are several methods of teaching reading.

I. The major methods are

   A. Experience

   B. Sight word or "Look and Say"

   C. Word attack
      1. Phonetic analysis
      2. Structural analysis

   D. The alphabet-spelling linguistic

   E. Individualized reading

   F. Eclectic (a combination of the above methods)

EXPERIENCE METHOD

This method of teaching is a good approach for beginning readers because it offers an easy transition to books.

Experiences are related by the students and words from these experiences are written on charts (printed) or on the board by the teacher. Relating words to previous experience gives the children an opportunity to form images in combination or recombination of familiar words, images, and concepts. This, in turn, enables the student to build new meanings which provide a basis for understanding the words, and for further understandings of words. This direct contact with things, people, and events presents an opportunity for the student to have an understanding of words which is basic to all reading experience. In addition to relating individual experiences, other direct experiences can be provided by field trips, class projects, and the examination of objects in the classroom.

Advantages:

1. The student is motivated because material is related to his experience
2. Reading for meaning is stressed
3. Great flexibility of content is permitted
4. Individual differences are accommodated because the production and reading of the story is teacher controlled
5. Reading is informal, not remote
6. Use of complete sentences gives emphasis on context clues

Disadvantages:

1. Places burden on teacher. Too many words may be presented, making learning difficult
2. Difficult to control vocabulary
3. Tendency for students to memorize rather than master words through sight
4. Literary quality may not be high; the content may be restricted; the organization and sequence may be poor
5. Basic sight words may not be repeated often enough to insure mastery

6. Difficult to include material from all students since most of the experience charts are short
7. Difficult to have all of the students read from the charts after they are made

SIGHT WORD METHOD, OR "LOOK AND SAY" METHOD

Several methods of this kind have been used, all having the same theoretical basis. Other names have been given such as sight-word method, word phrase method, sentence-story method, depending upon the length of the printed unit used for basic recognition.

In the word method, the teacher puts a word on the board or uses a chart. He pronounces the word, has several of the children pronounce it, and then combines it with other words to form a sentence. Pictures are used to introduce words inasmuch as they are related to children's experiences more than the abstract printed form.

Gradually other proponents of the new methods suggested that there was more meaning in a phrase, a sentence, and finally an entire story than in a word and that the meaningful unit should be lengthened. The sentence method presents an entire sentence at a time; the sentence is divided into words which are then used in other sentences. In the story method, the teacher reads a story over and over until most of the children have memorized it. He then shows them the first sentences, reads the sentences aloud, and has the children say the lines as they look at them in print.

Each of these methods rests on the initial presentation of meaningful units. The presentation of important new sight words at every level requires careful planning by the teacher. A variety of practice activities is often needed to insure immediate recognition of these words, since many of them such as <u>said</u> and <u>was</u>, cannot so readily be unlocked by phonetic or structural analysis as many other words can. Failure to recognize these words as wholes causes many students to waste both time and energy in an unprofitable attempt at analysis.

Advantages

1. Stresses comprehension of words in context
2. More rapid way of teaching reading
3. Appeals to average and brighter children because it is meaningful
4. Taught in conjunction with phonics

Disadvantages

1. Admittedly harder method for slow learners
2. May lead to guessing in early stages until phonics is introduced

WORD ATTACK METHOD

Two methods are in this category, those usually called phonetic analysis and structural analysis.

The phonetic method involves associating basic speech sounds with letter symbols and combinations of letter symbols in order to identify words. It is a means by which a reader analyzes a printed word to determine its pronunciation. He uses visual clues in printed words as an aid in determining consonant and vowel sounds, syllabic divisions, and accented syllables. He must be able to hear phonemes (consonant and vowel sounds and accent) accurately to associate consonant and vowel sounds with letters of the alphabet, and to blend these sounds into syllables and the syllables into words with appropriate accent.

Structural analysis means the recognition of new words by noting the known roots or word parts and combining these with inflectional endings (as, s, ed) or with prefixes and suffixes, and the recognition of compound words formed from known words. Syllabication and accent are also usually considered as part of structural analysis.

These two methods are called "synthetic" method since the reading results from "putting the pieces together". The phonic method used in conjunction with other approaches is essential for reading achievement.

Advantages

1. It increases independence in word attack
2. It makes it easier for a child to learn new words
3. It leads to better oral reading
4. Promotes correct pronunciation
5. Promotes spelling and alphabetizing

Disadvantages

1. May promote oral reading without comprehension
2. Often frustrating if introduced too early
3. May produce readers who read in a slow, labored fashion with much lip movement and vocalization

The Alphabet-Spelling Method: In this method, the names of the alphabet or letters are taught first. Then the letters of words are named in sequence, and finally the word is pronounced. In many languages, the procedure is more effective than in English, since the English the letters may have little to do with their sound; for example, see-ay-tea, as in cat. This method was widely used in the nineteenth century, and the preface of the McGuffey primer states that this method can be used with that book. Because of the difference between names of letters and their sound, the phonetic method gradually supplanted the alphabet method.

This method has no apparent advanyages, and the disadvantages are those of other synthetic methods (phonics and structural analysis) with the added problem of the lack of correspondence between names and sounds of letters

INDIVIDUALIZED READING METHOD

This method of teaching reading provides perhaps the greatest challenge to the teacher and to the student. The student selects his own reading material and level from a wide selection of trade books. The teacher keeps a careful check on the reading of each student through individual conferences. At this time the student reads orally to the teacher. The teacher mus keep careful records on each student and set up skill-building groups as their needs are discovered in the conferences.

The individualized method of reading instruction is primarily concerned with reading as it meshes into and promotes student development in its many different aspects -- physical, mental, social, linguistic, and experimental. This method is aimed not only at the student's reading achievement, but also his motivation and interest in reading, his attitude toward reading, and his personal self-esteem and satisfaction in being able to read.

Advantages

1. Student proceeds under own motive and drive
2. Student reads at own pace
3. Student interest is increased
4. Permits reading of larger amounts of material
5. Student is taught skill he needs when he needs it, thus realizes the usefulness of the skill
6. Promotes closer personal relationship between pupil and teacher
7. Increases opportunitites to integrate reading with other language arts; vocabulary development, writing, listening, spelling, and motives to communicate are strengthened
8. Psychological effect of program on student is desirable as the pressures and tension of grade are eliminated
9. Independent work habits, self-confidence, and self-direction tend to be fostered

Disadvantages

1. Students need to have new vocabulary and concepts developed before reading story
2. Few teachers have sufficient grasp of scope and sequence of reading skills or have time to develop a completely balanced sequence of skills for each individual

3. May lose sight of the values of group dynamics
4. Attention span of students is short
5. Students are not able to judge own reading level
6. Many schools cannot afford books necessary for interests, levels, etc.
7. Large classes make it difficult to schedule enough individual attention
8. Record-keeping in a large class can become a major problem
9. Some advantage in group work which is lost when all work is individualized
10. Too much time may be given by teacher to individuals needing special help, thus neglecting other students

NOTES

MATERIALS

The textbooks which are listed here are available on the state adopted list. However, additional materials, which may be ordered, are listed to provide assistance to teachers seeking instructional aids.

BASAL READER

The basal reader is perhaps the most advantageous material for the teacher since it provides textbooks, teacher guides, and supplemental materials for all levels of readers, from beginning readers through the eighth grade. The use of these materials provides a controlled vocabulary for students. Basal readers also provide a sequential and balanced skill development program of reading for the student.

Advantages

1. Use by inexperienced teacher in group organized classroom
2. Use by experienced teacher in group organized classroom
3. Use by teachers of individualized reading
4. Graded to systematic instruction
5. Excellent teacher guides
6. Provides a well-balanced program which guards against overemphasis or neglect of some aspects
7. New skills introduced at proper time and in proper sequence
8. Deliberate, well-thought-out review procedures are given
9. Vocabulary is controlled
10. Prepared materials save teacher time

Disadvantages

1. Vocabulary is too rigidly controlled
2. Reader is considered the whole approach to reading
3. Using one grade level for all students in one grade
4. Setting goal to cover a specific number of pages in one semester
5. Not allowing students to work at a level higher than grade in the classroom
6. Permitting children to read ahead
7. Using teacher guide as a whole lesson plan
8. Confining reading to stories from reader, without use of other materials
9. Using basal readers as busy work
10. Failing to keep records of specific skills
11. Indiscriminate use of workbooks
12. Allowing reading of the story to be routine
13. Requiring purposeless reading
14. Using content of readers as sole basis for study skills
15. Characters and situations often alien to children of certain socioeconomic groups

Specific suggestions for use of the basal readers:

1. Use of sets on different grade levels
2. Use of sets on different series
3. Keep record of those read
4. Check records for previous reading of students
5. Go on to another level when child finishes before end of year
6. Make study of teacher's guides to ascertain skills
7. If new skill needed, provide student with opportunity to learn new skill
8. Prepare way for new story
9. Practice skills
10. Use workbooks
11. Provide students with opportunity for silent reading
12. Avoid "Round Robin" reading
13. Set aside periods for extension of reading interest
14. Use interesting incidents or subjects to have further discussion and future reading for research or pleasure purpose
15. Have large supply of trade books on different levels of reading difficulty
16. Encourage personal reading- have students bring records of books read - check their self-directed reading by informal methods

Co-Basal Readers are often of value to children who have not successfully mastered the basic skills in the initial series.

Materials-Basal Readers

Grade I	Scott Foresman	Harper Row
Readiness	We Read Pictures We Read More Pictures Before We Read	Starting Off with Picture Forms Off We Go With Stories On our Way To Read
Preprimer	Now We Read Fun With Our Family Fun Wherever We Are Guess Who? (Jr. Primer) Workbook, Think and Do	Janet and Mark Outdoors and In City Days, City Ways Just For Fun Workbook for Preprimers Phonics Workbook
Primer	1-1 Fun With Our Friends Workbook - Think and Do Reading for Independence We Three	1-1 Around the Corner Workbook 1-2 Real and Make Believe Workbook Phonics Workbook Subject Matter Area 1-2 From Elephant To Eskimos
Slow to Respond	Open Highways Program (for slow to respond) Read and Write 1-1 Ready to Roll 1-2 Rolling Along	
Linguistic Reader		R. Fun at the Pond PP. Frog Fun Tuggy Pepper P. Six in a Mix 1-1 It happens on a Ranch
Literary Readers		P. Once Upon a Time 1-1 I Know a Story (The Wonder-Story Books)
Language Arts Readers		PP. Skip Along Under the Sky Open the Door High on a Hill 1-1 Day In, Day Out The Wishing Well 1-2 Round About Anything Can Happen (Alice and Jerry Series)

Grade 1	Scott Foresman	Harper Row
Additional Materials	Duplicating Masters (set of 50) for Before We Read Preprimers Primers First Reader	Duplicating Masters for On Our Way to Read Preprimers
Classroom Materials	Picture cards Word cards - We Read Pictures Big Book - Before We Read Our Big Book - How We Read Our Big Book - Preprimer Open Highways Program Starter Concept Cards Time For Poetry - Anthology Poetry Time (Album of 3 records) Sounds Around Us Speech Development Cards My Little Pictionary	Select-a-card Vocabulary cards Picture cards Story Charts Reference Charts The Word Go Round Picture Dictionaries Word Analysis Read Together Poems (K-2)
Grade 2		
Basal Readers	2-1 Friends Old and New 2-2 More Friends Old and New Workbooks - Think and Do Independent The New What Next Part 1 The New What Next Part 2 2-2 More Fun With Our Friends	All Through the Year Workbook Phonics Workbook Subject Matter Area - From Fins to Feathers
Extra Challenge	Wide Horizons - Book 2	
Slow Readers	Open Highways More Power - Book 1 Moving Ahead - Book 2	
Linguistic Reader	Sea of Magic Ink	
Literary Reader	It Happened One Day (The Wonder-Story Books)	
Language Arts Reader	Down the River Road (Readiness 2) Friendly Village (2) Neighbors on the Hill (2) (Alice and Jerry Series)	

Grade 2	Scott Foresman	Harper Row
Additional Materials	Duplicating Masters for Basic Texts Overhead Visuals - Grade 2	Read Together Poems (K-2)
Classroom Materials	Time for Poetry - Anthology Poetry Time (Album & Records) Sounds Around Us Invitations to Personal Reading Set A & B My Second Pictionary	
Grade 3		
Basal Readers	3-1 Roads to Follow Think & Do Workbook 3-2 More Roads to Follow Think & Do Workbook Independent The New Tall Tales Part 1 The New Tall TAles Part 2	From Faraway Places - Workbooks Phonics Workbooks Subject Matter Area - From Bicycles to Boomerangs
Extra Challenge	Wide Horizons - Book 3	
Slow Readers	Open Highways Splendid Journey - Part 1 Speeding Away - Part 2	
Linguistic Reader	Winging Through Lights and Shadows	
Literary Reader	After the Sun Sets - (The Wonder-Story Books)	
Language Arts Reader	Through the Green Gate If I Were Going The Five and A Half Club (Parallel) (Alice and Jerry Series)	
Remedial Reader	American Adventure Series (Level A - Grade 2) Portugee Phillips Comanche and His Captain Friday, the Arapaho Indian Squanto and the Pilgrims	
Additional Materials	Duplicating Masters (To Accompany Basic Books) Overhead Visuals - Grade 3	Read Together Poems Grade 3
Classroom Materials	Thorndike - Barnhardt Beginning Dictionary - Grades 3-5 Time for Poetry - Anthology	

Grade 4	Scott Foresman	Harper Row
Basal Readers	Ventures Workbook - Think & Do	Trade Winds - Workbooks Subject Matter Area - From Codes to Captains
Extra Challenges	Wide Horizons	
Slow to Respond	Open Highways	
Literary Reader	It Must be Magic (The Wonder-story Books)	
Language Arts Reader	Singing Wheels (Alice and Jerry Series)	
Remedial Reader	American Adventure (Level B - Grade 3) Pilot Jack Knight Alec Majors Chief Beach Hawk	
Additional Materials	Overhead Visuals	Read Together Poems Grade 4
Classroom Materials	Thorndike - Barnhardt Beginning Dictionary	

Grade 5		
Basal Readers	Vistas Workbook - Think & Do	Crossroads - Workbooks
Extra Challenges	Wide Horizons (5)	Subject Matter Area - From Actors to Astronouts
Slow to Respond	Open Highways (5)	
Literary Reader	They Were Brave and Bold (The Wonder-story Books)	
Language Arts	Engine Whistles (Alice and Jerry)	
Remedial Reader	American Adventure Series Level C - (Grade 4 level) Grant Marsh - Steamboat Captain Dan Morgan - Rifleman Cowboys and Cattle Trails Kit Carson Alaska Bush Pilot	

Grade 5	Scott Foresman	Harper Row
Additional Materials	Overhead Visuals	Read Together Poems Grade 5
Classroom Materials	Thorndike-Barnhardt Dictionary	
Grade 6		
Basal Reader	Cavalcades Workbooks - Think and Do	Seven Seas - Workbook
Extra Challenges	Wide Horizons	Subject Matter Area - From Coins to Kings
Slow to Respond	Open Highways	
Literary Readers	These Are the Tales They Tell (The Wonder-story Books)	
Language Arts Reader	Alice and Jerry Series Run Away Home	
Remedial Reader	American Adventure Level D - (Grade 5) Sabre Jet Age Buffalo Bill Frank Luke - Balloon Buster Wild Bill Hickock Davey Crockett Rocket Pioneer Level E - (Grade 6) Daniel Boone Fur Trappers of the Old West The Rush for Gold John Paul Jones	
Additional Materials	Overhead Visuals	
Classroom Materials	Thorndike - Barnhardt Junior Dictionary	

SUPPLEMENTARY READERS

Suggested Supplementary Readers:

The following list of supplementary readers may be used for independent reading in the classroom. One or more copies may be placed on Reading Table or Browsing Shelf. Also, use any others you may have.

Grade 1

Allyn and Bacon, Incorporated
- PP 1 - At Home
- PP 2 - Here and Near
- PP 3 - Here and Away
- Sr. PP - At Home and Away
- P - Our School

American Book Company
- PP 1 - On Our Way
- PP 2 - Time to Play
- PP 3 - All in a Day
- P - Up the Street and Down

Ginn and Company
- PP 1 - My Little Red Story Book
- PP 2 - My Little Green Story Book
- PP 3 - My Little Blue Story Book
- P - Little White House

D. C. Heath and Company
- PP 1 - Ned and Nancy
- PP 2 - Bigger and Bigger
- PP 3 - Little Lost Dog
- PP 4 - Mally, Pete and Ginger
- P 1 - A Home for Sandy
- P 2 - Rain and Shine

Holt, Rinehart and Winston, Incorporated
- PP 1 - Come Here
- PP 2 - Stop and Look
- PP 3 - Go Up
- P - Come With Me

Houghton Mifflin Company
- PP 1 - Tip
- PP 2 - Tip and Mitten
- PP 3 - Big Show
- P - With Jack and Janet

Lyons and Carnahan
- PP 1 - Three of Us
- PP 2 - Play with Us
- PP 3 - Fun with Us
- PP 4 - Ride with Us
- P - Many Surprises

The MacMillan Company (MacMillan Readers, 1951)
- PP 2 - Tuffy and Boots
- PP 3 - At the Lake
- P 1 - Ted and Sally
- P 2 - Tommy Little

The MacMillan Reading Program, 1965-1967
- PP 1 - Opening Books
- PP 2 - A Magic Box
- PP 3 - Things You See
- P - Worlds of Wonder

The Bank Street Readers (MacMillan)
- PP 1 - In the City
- PP 2 - People Read
- P - Around the City

Science Research Associates, Incorporated
- Reader A - A Pig Can Jig
- Reader B - A Hen in a Fox's Den
- Reader C - Six Ducks on a Pond

The City Schools Reading Program - Follett
- PP 1 - Play with Jimmy
- PP 2 - Fun with David
- PP 3 - Laugh with Larry
- PP 4 - A Day with Debby
- PP 5 - Four Seasons with Suzy
- P 1 - In the Big City
- P 2 - Sunny Days in the City

The Chandler - Experience Readers
- PP 1 - Swings
- PP 2 - Slides
- PP 3 - Trucks and Cars to Ride
- PP 4 - Bikes
- PP 5 - Supermarket
- PP 6 - Let's Go
- P - Let's See the Animals

Grade 2

Check First Grade list for preprimers that are recommended - Primers, first readers and 2[1] readers are suggested materials for independent reading.

Allyn and Bacon, Incorporated, 1968
- P - Our School
- 1 - Our Town
- 2-1 - Fields and Fences

American Book Company
- P - Up the Street and Down
- 1 - Around Green Hills
- 2-1 - Down Singing River

Ginn and Company
- P - My Little White House
- 1 - On Cherry Street
- 2-1 - We Are Neighbors

D. C. Heath and Company
- P-1 - A Home for Sandy
- P-2 - Rain and Shine
- 1 - Something Different
- 2-1 - Lost and Found

Holt, Rinehart and Winston, Incorporated
- P - Come With Me
- 1 - Away We Go
- 2-1 - Friends All About

Houghton Mifflin Company
- P - With Jack and Janet
- 1 - Up and Away
- 2-1 - Come Along

Lyons and Carnahan
- P - Many Surprises
- 1 - Happy
- 2-1 - Down Our Way

The MacMillan Company (MacMillan Readers Gates)
- P-1 - Ted and Sally
- P-2 - Tommy Little
- 1-1 - On Four Feet
- 1-2 - Two Boys and a Tree
- 2 - Friends and Fun

MacMillan Reading Program
- P - Worlds of Wonder
- 1 - Lands of Pleasure
- 2-1 - Enchanted Gates

The Bank Street Readers - MacMillan
P - Around the City

The City Schools Reading Program - Follett
P-1 - In the Big City
P-2 - Sunny Days in the City
1 - Friends in the City

The Chandler Language Experience Readers
P - Let's See the Animals
1 - Let's Take a Trip
2-1 - Take a Big Look

Grade 3

Check first and second grade lists for easy materials for slow readers.

Allyn and Bacon
- 2-1 - Fields and Fences
- 2-2 - Town and Country
- 3-1 - Magic Windows

American Book Company
- 2-1 - Down Singing River
- 2-2 - Over A River Bridge
- 3-1 - Beyond Treasure Valley

Ginn and Company
- 2-1 - We Are Neighbors
- 2-2 - Around the Corner
- 3-1 - Finding New Neighbors

D. C Heath and Company
- 2-1 - Lost and Found
- 2-2 - Secrets and Surprises
- 3-1 - Fun and Frolic

Holt-Rinehart and Winston
- 2-1 - Friends All About
- 2-2 - People On Parade
- 3-1 - Into the Wind

Houghton and Mifflin Company
- 2-1 - Come Along
- 2-2 - On We Go
- 3-1 - Look Ahead

Lyons and Carnahan
- 2-1 - Down Our Way
- 2-2 - Just For Fun
- 3-1 - Stories From Everywhere

MacMillan Company - Macmillan Readers
- 2 - Friends and Fun
- 3 - Good Times Today and Tomorrow

MacMillan Reading Program
- 2-1 - Enchanted Gates
- 2-2 - Shining Bridges
- 3-1 - Better Than Gold

Science Research Associates
- Reader B - A Hen in a Fox's Den
- Reader C - Six Ducks on a Pond

Grade 4

Check first, second and third grade lists for easy materials for slow readers.

Allyn and Bacon
- 3-1 - Magic Windows
- 2-3 - Story Caravan
- 4 - Believe and Make Believe

American Book Company
- 3-1 - Beyond Treasure Valley
- 3-2 - Along Friendly Roads
- 4 - American Adventures

Ginn and Company
- 3-1 - Finding New Neighbors
- 3-2 - Friends Far and Near
- 4 - Roads to Everywhere

D. C. Heath and Company
- 3-1 - Fun and Frolic
- 3-2 - Do and Dare
- 4 - Luck and Pluck

Holt, Rinehart and Winston, Incorporated
- 3-1 - Into the Wind
- 3-2 - Across the Valley
- 4-1 - Around the Bend

Houghton Mifflin Company
- 3-1 - Looking Ahead
- 3-2 - Climbing Higher
- 4 - High Roads

Lyons and Carnahan
- 3-1 - Stories About Everywhere
- 3-2 - Once Upon a Storytime
- 4 - Meeting New Friends

The MacMillan Company - MacMillan Readers
- 3 - Good Times Today and Tomorrow
- 4 - Sharing Adventures

MacMillan Reading Program
- 3-1 - Better Than Gold
- 3-2 - More Than Words
- 4 - The Magic Word

McGraw-Hill - The Skyline Series
- Book A - Grade 2
- Book B - Grade 3
- Book C - Grade 4

Science Research Associates

Reader C - Six Ducks on a Pond

Reader D - A King on A Swing

The Banks Street Readers

3-1 - City Sidewalks

3-2 - Round the Corner

Grades 5 and 6

Check lower grades for easy reading materials for slow readers.

Allyn and Bacon, Incorporated
- 4 - Believe and Make-Believe
- 5 - Find the Way
- 6 - Arrivals and Departures

American Book Company
- 4 - American Adventures
- 5 - Adventures Here and There
- 6 - Adventures Now and Then

Ginn and Company
- 4 - Roads to Everywhere
- 5 - Trails to Treasure
- 6 - Wings to Adventure

D. C. Heath and Company
- 4 - Luck and Pluck
- 5 - Merry Hearts and Bold
- 6 - The Brave and Free

Holt, Rinehart and Winston, Incorporated
- 4-1 - Around the Bend
- 4-2 - Above the Clouds
- 5 - Through the Years
- 6 - Skyways to Tomorrow

Houghton Mifflin Company
- 4 - High Roads
- 5 - Sky Lines
- 6 - Bright Peaks

Lyons and Carnahan
- 4 - Meeting New Friends
- 5 - Days of Adventure
- 6 - Stories to Remember

The MacMillan Company - MacMillan Readers
- 4 - Sharing Adventures
- 5 - World I Know
- 6 - All Around Me

MacMillan Reading Programs
- 4 - The Magic Word
- 5 - Bold Journeys
- 6 - Into New Worlds

Science Research Associates
- Reader D - A King on a Swing
- Reader E - Kittens and Children
- Reader F - The Purple Turtle

Periodicals

1. Weekly Reader (1-6)
2. Current Events (6-8) American Education
3. Scholastic Magazines (1-6)
4. Magazines and other periodicals are available in your local school library

NOTES

AIDS FOR THE TEACHER
OF
LANGUAGE ARTS

AIDS FOR THE TEACHER

Information for Teachers

1. Bulletins from book companies
   Examples:
   1. Ginn and Company Contribution in Reading
   2. Lyons and Carnahan Reading Bulletin
   3. A. B. C. Bulletins

2. Teacher Reference Books

3. Publication by Scott Foresman and Company
   Such Interesting Things to Do - Independent Activities in the Language Arts for the Primary Grades

4. Ginn and Company
   Reading Games and Activities

DICTIONARY AIDS

a	u	i	e	o
a-pat	u-up	ı-ıt	e-pet	o-pot
au-laugh	o-done	y-beauty	ie-friend	oh-John
aı-plaid	oe-does	ey-honey	ea-lead	ho-honor
	ou-young	u-busy	ai-said	ow-knowledge
	oo-blood	o-women	u-bury	a-war
	a-was	ıe-sieve	a-any	
	up-cupboard	ıa-marriage	ay-says	
		a-village	eo-leopard	
		ay-Saturday	ei-heifer	
		e-English	ae-aetnetic	
		aı-captain		
		ei-forfeit		
		uı-build		
		ee-been		
		ae-caesura		
		hi-exhibition		
		hea-forehead		

ə	$\bar{I}$	¨ A	$\hat{O}$	$\bar{A}$
a-China	I-I	a-far	o-for	a-late
e-the	y-my	aa-bazaar	a-all	ay-day
u-fur	i-like	ea-heart	au-auto	ey-they
o-potato	igh-high	e-sergeant	aw-paw	eigh-freight
ı-first	ie-lie	ah-ah	augh-daughter	aigh-straight
ea-pearl	eye-eyes	au-laugh	ough-thought	ei-veil
ou-courageous	ye-rye	(alternative)	ou-pour	ai-mail
y-martyr	eight-height		oo-door	ea-break
ei-foreign	is-isle		hau-exhaust	ai-mail
aı-mountain	ais-aisle		oa-board	et-ballet
ough-thorough-breed	ei-either (alternative)		awe-awe	au-gauge
ıe-soldier			ao-extraordinary	
ıou-conscious			ho-exhort	
ıo-question				
eou-righteous				
ah-hallelujah				

ū	ē	ō	ou	^a
u-use	e-he	o-go	ou-our	a-care
you-youth	ee-see	oe-goes	hou-hour	ai-air
eau-beauty	ea-tea	ow-know	ow-soe	hei-heir
ue-hue	ei-conceit	owe-owe	ough-bough	ea-pear
ew-few	ie-field	oa-Joan		e-there
eu-feudal	i-clique	oh-oh		et-bouquet
eue-queue	eo-people	ew-sew		(alternative)
ieu-adieu	oe-amoeba	ou-soul		ei-their
ewe-ewe	ay-quay	eau-plateau		ae-aerial
yew-yew	ey-key	ough-though		aye-prayers
	y-pyramid (fifty)	oo-brooch		
	ae-aegles	au-mauve		
		eo-yeoman		
		ot-depot		

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o͞o	oo	oi	oi	
o-do	oo-foot	oi-oil	oi-reservoir	o-one
oo-too	ou-would	oy-boy		
oe-shoes	u-put			
ough-through	o-woman			
ou-soup				
u-flu				
ue-true				
ui-fruit				
ew-dew				
wo-two				
ieu-lieutenant				

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		z		zh
p-pot	t-top	s-is	s-us	s-measure
pp-stopped	tt-little	ss-posses	ss-pass	z-azure
pe-pipe	te-late	se-hose	se-promise	ge-garage
	cht-yacht	zz-buzz	c-conceit	
	ct-indict	si-business	ce-service	
	bt-debt	thes-clothes	sw-sword	
	pt-receipt	x-xylophone	st-listen	
	tte-cigarette	's-Sam's	sc-scythe	
	th-Thomas	ze-size	sch-schism	
		sth-asthma	ps-psalm	
			sse-finesse	
			sce-convalesce	
			sth-isthmus	

L

m-mat	n-on	f-if	f-of	d-did
mm-common	nn-channel	ff-off	v-seven	dd-suddenly
me-same	ne-fine	fe-life	ve-give	de-made
mb-lamb	kn-know	ph-photograph	lve-halves	ed-rolled
gm-diaphragm	dne-Wednesday	lf-half		ld-would
mn-hymn	ph-neumatic	gh-cough		
	gn-sign	ffe-giraffe		
	en-otten	pph-sapphire		
	in-extraordinary	ft-often		
	on-iron			
	nd-grandfather			
	mn-mnenonia			

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y-yes	l-let	th-this	w-wet	kh-khaki
i-onion	ll-sell	the-bathe	wh-when	cqu-lacquer
j-hallelujah	le-pale	th-thin	u-suite	che-ache
		the-blithe	h-when	k-kit
	_____	h-eighth	(alternative)	kk-trekked
	l-wild			ke-like
	le-pile			ck-sick
				ch-chorus
				c-cat
				lk-talk
				qu-quay
				que-clique
				cc-occasion
				cch-bacchanal

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r-ran	b-but	h-he	g-go	sh-shop
rr-horror	bb-ribbon	wh-who	gg-bigger	ch-Michigan
re-more	be-cube	w-when	gu-guard	t-education
rre-bizarre	bu-buoy	(alternative)	gh-ghost	s-sugar
wr-write		j-jose	gue-catalogue	ce-ocean
rh-rhythm			ckgu-blackguard	che-cache
lo-colonel				ss-tissue
rrh-mortgage				sch-schist
rp-corpsman				sc-conscience
rps-corps				ci-special
				c-appreciate
_____				
r-iron, ear				
re-fire, here				

			kw	ks
ch-chicken	ng-sing	j-Jack	qu-question	x-box
tch-watch	n-anxiety	g-gem	cqu-acquaint	xe-axe
t-righteous	nd-handkerchief	d-soldier		xc-excel
c-cello	ngue-tongue	dge-judge		cc-accident
		ge-cage		
		gg-exaggerate		
		dj-adjective		

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gz	ksh
x-examination	x-obnoxious

NOTES

TESTS

From time to time, there is a need for individual testing. The following materials are recommended as criteria.

A BASIC SIGHT VOCABULARY OF 219 WORDS
E W Dolch

a	clean	got	make	run	together
about	cold	green	many	said	too
after	come	grow	may	saw	try
again	could	had	me	say	two
all	cut	has	much	see	under
always	did	have	must	seven	up
am	do	he	my	shall	upon
an	does	help	myself	she	us
and	done	her	never	show	use
any	don't	here	new	sing	very
are	down	him	no	sit	walk
around	draw	his	not	six	want
as	drink	hold	now	sleep	warm
ask	eat	hot	of	smell	was
at	eight	how	old	so	wash
ate	every	hurt	on	some	we
away	fall	I	once	soon	well
be	far	if	one	start	went
because	fast	in	only	stop	were
been	find	into	open	take	what
before	first	is	or	tell	when
best	five	it	our	ten	where
better	fly	its	out	thank	which
big	for	jump	over	that	white
black	found	just	own	the	who
blue	four	keep	pick	their	why
both	from	kind	play	them	will
bring	full	know	please	then	wish
brown	funny	laugh	pretty	there	with
but	gave	let	pull	they	work
buy	get	light	put	these	would
by	give	like	ran	think	write
call	go	little	read	this	yellow
came	goes	live	red	those	yes
can	going	long	ride	three	you
carry	good	look	right	to	your
		made	round	today	

INDIVIDUAL WORD RECOGNITION TEST

Name _____ Age _____ Grade _____ Date _____

Pre-Primer

1. the _____ _____
2. a _____ _____
3. mother _____ _____
4. is _____ _____
5. I _____ _____
6. to _____ _____
7. and _____ _____
8. said _____ _____
9. come _____ _____
10. you _____ _____
11. in _____ _____
12. will _____ _____
13. father _____ _____
14. little _____ _____
15. here _____ _____

Primer

1. with _____ _____
2. me _____ _____
3. for _____ _____
4. he _____ _____
5. we _____ _____
6. my _____ _____
7. away _____ _____
8. can _____ _____
9. like _____ _____
10. are _____ _____
11. did _____ _____
12. no _____ _____
13. red _____ _____
14. they _____ _____
15. at _____ _____
16. on _____ _____
17. one _____ _____
18. some _____ _____
19. girl _____ _____
20. do _____ _____

First Reader Level

1. old _____ _____
2. took _____ _____
3. water _____ _____
4. way _____ _____
5. many _____ _____
6. again _____ _____
7. know _____ _____
8. over _____ _____
9. other _____ _____
10. next _____ _____
11. please _____ _____
12. off _____ _____
13. night _____ _____
14. be _____ _____
15. time _____ _____
16. work _____ _____
17. thing _____ _____
18. when _____ _____
19. their _____ _____
20. would _____ _____

Second Reader Level

1. dress _____ _____
2. noise _____ _____
3. bark _____ _____
4. string _____ _____
5. through _____ _____
6. side _____ _____
7. knew _____ _____
8. cook _____ _____
9. air _____ _____
10. tire _____ _____
11. across _____ _____
12. floor _____ _____
13. wash _____ _____
14. while _____ _____
15. ever _____ _____
16. tie _____ _____
17. anything _____ _____
18. hard _____ _____
19. beauty _____ _____
20. bowl _____ _____

Third Level

1. heard _____ _____
2. beautiful _____ _____
3. clothes _____ _____
4. kept _____ _____
5. hot _____ _____
6. really _____ _____
7. hundred _____ _____
8. also _____ _____
9. wonderful _____ _____
10. different _____ _____
11. wooden _____ _____
12. lovely _____ _____
13. path _____ _____
14. whole _____ _____
15. led _____ _____
16. above _____ _____
17. wore _____ _____
18. indeed _____ _____
19. journey _____ _____
20. fasten _____ _____
21. empty _____ _____
22. stove _____ _____
23. float _____ _____
24. invite _____ _____
25. careful _____ _____

Fourth Level

1. ablaze _____ _____
2. bacon _____ _____
3. breathe _____ _____
4. chief _____ _____
5. crew _____ _____
6. distress _____ _____
7. exact _____ _____
8. forge _____ _____
9. grown _____ _____
10. hobo _____ _____
11. introduce _____ _____
12. lame _____ _____
13. manner _____ _____
14. mount _____ _____
15. pedal _____ _____
16. racket _____ _____
17. ruin _____ _____
18. shanty _____ _____
19. teeming _____ _____
20. unequal _____ _____

Fifth Level

1. accomplish _____ _____
2. barrel _____ _____
3. butternut _____ _____
4. committee _____ _____
5. cylinder _____ _____
6. doily _____ _____
7. exclaim _____ _____
8. furrow _____ _____
9. gurgle _____ _____
10. injure _____ _____
11. line _____ _____
12. molasses _____ _____
13. oath _____ _____
14. physical _____ _____
15. provoke _____ _____
16. roost _____ _____
17. snuggle _____ _____
18. terror _____ _____
19. twine _____ _____
20. waft _____ _____

Sixth Level

1. abandon _____ _____
2. bandana _____ _____
3. casual _____ _____
4. co-operation _____ _____
5. divert _____ _____
6. extensive _____ _____
7. girder _____ _____
8. herring _____ _____
9. irate _____ _____
10. lattice _____ _____
11. memorial _____ _____
12. novel _____ _____
13. partial _____ _____
14. portable _____ _____
15. recipe _____ _____
16. scribe _____ _____
17. spoil _____ _____
18. tango _____ _____
19. unwise _____ _____
20. wallop _____ _____

SIMPLIFIED CHECK OF READING DIFFICULTIES

FOR CLASSROOM TEACHER USE

Oral Reading

Phrase Reading

_____ Word-by-word reading
_____ Inadequate phrasing
_____ Incorrect phrasing
_____ Eye-voice span too short

Voice, Enunciation, Expression

_____ Strained, high-pitched voice
_____ Monotonous tone
_____ Volume too loud
_____ Volume too short
_____ Poor enunciation of difficult words
_____ Ignores punctuation
_____ Habitual repetition of words
_____ Omits words
_____ Marked insecurity evident

Word Skills in Oral Reading

_____ Low sight vocabulary
_____ Word-analysis ability inadequate
_____ Errors on easier words
_____ Guesses at unknown words from context
_____ Ignores word errors and reads on
_____ Poor enunciation of prompted words

Comprehension

_____ Good
_____ Fair
_____ Poor

Silent Reading

Recall

_____ Unaided recall scanty
_____ Poorly organized recall
_____ Inaccurate memory and guesses
_____ Response labored and slow
_____ Avoids use of new word in recall
_____ Very scanty recall on hard questions

General Reading Habits

_____ Head movements-marked-slight
_____ Uses finger or pointer
_____ Loses place easily
_____ Holds book too close or incorrectly
_____ Frowns and shows signs of tenseness
_____ Poor posture
_____ Effort and attention low
_____ Easily distracted
_____ Lacks aggressiveness in attack
_____ Shows aversion to reading

Summary (Grade Levels)

Independent Level.

Instruction Level:

NOTES

READING GAMES EASY TO PLAY

1. ACTION PLEASE (k-2)

PURPOSE: To help children learn to follow oral directions
PLAYERS: Class or small group
MATERIALS: None
DIRECTIONS: The children listen while the teacher gives an oral direction and chooses a child to respond.
"Mary, walk to the window."
"George, walk slowly to the doll house."
"Dick, skip quietly to the science shelf and bring me the magnifying glass."
ADAPTATIONS: Two or three directions may be included as children mature.
CAUTIONS: Variety in directions will be important if interest is to be maintained.

2. ALIKE OR DIFFERENT (k-1)

PURPOSE: To distinguish between words that sound alike and those which sound differently
PLAYERS: Two to six
MATERIALS: None
DIRECTIONS: The teacher stands about five feet from the pupils, who stand with their backs toward the teacher. The teacher whispers distinctly the same words three or four times. "Come, come, come." She says "Are the words alike or different?" The player chosen by the teacher answers, "They are alike." The teacher may whisper words alike or different: "Cat, hat, sat." "Are the words alike or different?" A child answers, "They are different."
ADAPTATIONS: A group of words with the same endings, or different endings might be used.
CAUTIONS: The number and difficulty of words used in the group should be determined by the ability of the players.

3. JUST LIKE ME (k)

PURPOSE: To provide practice in visual discrimination
PLAYERS: ONE
MATERIALS: Two sets of cards containing several pairs of cards of like design.
DIRECTIONS: Sort the cards into two bundles with one card of each pair in each bundle. One bundle of cards is spread faces up on the table so that each card can be seen. The second bundle of cards is placed in one pile face down on the

table The child turns up one card from this pile at a time, and mates it with an up-turned card.

ADAPTATIONS: One set of cards could be placed on the chalk rail, the second set passed to a pair of children. They in turn, could place their cards by the matching card on the chalk rail

CAUTIONS: If played by an individual child the cards should be checked by the teacher before another child is allowed to play

4. MATCH ME (k-1)

PURPOSE: To give practice in the discrimination of initial sounds

PLAYERS: SEVERAL SETS OF PARTNERS

MATERIALS: 9 x 12 inch sheets of oaktag on each of which there is one picture of a common object, such as baby, ball, balloon, basket, bicycle, tree, car, dress, cup.

DIRECTIONS: Place these picture cards about the room where they can be easily seen. The teacher will name an object, for example, bear, and each set of partners, in turn will find a picture card which begins with this sound. As the teacher repeats the word bear, each set of partners will be called on to name the object on its card, indicating if it starts with the same sound. The teacher will name another word and the game continues.

ADAPTATIONS: Real objects might be used.

CAUTIONS: It may be wise to designate one of the children in each set of partners to serve as spokesman, or they could take turns.

5. RHYME TIME (k-2)

PURPOSE: To provide practice in auditory perception

PLAYERS: INDIVIDUAL OR SMALL GROUP

MATERIALS: A number of 3 x 4 inch picture rhyming cards (for instance, a picture of a bed and one of a sled)

DIRECTIONS: The picture cards are placed along the chalk tray. The first child goes to the board and picks up the first card and says the name of the object. He then moves along the chalk tray until he finds a picture card which rhymes with his first card. He keeps both cards if he says correctly the name of each picture.

ADAPTATIONS: (1) An individual child may play the game by laying the rhyming words for the same sound side by side, or on the table

(2) To add an element of difficulty, more than two rhyming words for the same sound may be included

CAUTIONS: (1) When a child who is playing the game independently

has classified all the cards, the teacher should check his work.
(2) Be sure that there are pairs of rhyming picture cards.

6. ALTER-O (1-3)

PURPOSE: To provide practice in word recognition
PLAYERS: SMALL READING GROUP
MATERIALS: Word cards, chart holder
DIRECTIONS: Place a number of word cards in the chart holder. Write a number, for example 3, on the chalkboard. The first child takes that number of cards. He should name each card as he takes it. Change the number for the next child, and so on. The teacher may add other cards to the card holder until each child has had a turn.
ADAPTATIONS: Sight words might be listed on the chalkboard. The child could erase his number of words, naming the words as he erases them. Phrase and sentence cards can be used also.
CAUTIONS: (1) Adjust the number of cards to the achievement level of each player.
(2) Try to give each child approximately the same number of cards during the game periods.

7. ALPHABET SEQUENCE (1-3)

PURPOSE: To give practice in recognizing sounds in words
PLAYERS: SMALL GROUP
MATERIALS: None
DIRECTIONS: One pupil starts the game by saying, "My boat is loaded with apples." The next pupil gives a sentence naming a word beginning with b. The game continues until one child stumbles. He may then ask a player to help him and the game continues.
ADAPTATIONS: None
CAUTIONS: (1) Be sure everyone speaks loudly enough so all the players can hear.
(2) All sentences do not have to begin with "My boat is".

8. CHOOSE A CARD (1-3)

PURPOSE: To provide practice in sight word recognition
PLAYERS: READING GROUPS
MATERIALS: Word cards from the basic reading series.
DIRECTIONS: The children sit in a circle on the floor. Place the word cards face down on the floor in the center of the circle. Each child, in turn, chooses a card. If the child knows the word, he may keep it. If he does not know the word, the next child may either take that card

or draw a new one. If he draws a new card, the unknown card is returned face down to the bottom of the pile. Children may count their cards when all have been drawn

ADAPTATIONS: Phrase or sentence cards could be used.

CAUTIONS: (1) Children will enjoy the game more if the group is not too large.

(2) Try to use groups having children of relatively equal ability.

LISTENING GAMES

1. CROSSING THE ROAD (k-1)

PURPOSE: To listen attentively in order to follow directions
PLAYERS: ANY NUMBER
MATERIALS: None
DIRECTIONS: The "road" is the front of the classroom. One child is selected to "cross the road". The other children sit with eyes closed and heads on their desks. The leader chooses either to hop on one foot across the road, walk, run, jump, or skip. When he has crossed the road, the other children raise their heads and the leader asks "How did I get across the road?" From among the children who answer correctly, the leader chooses the next one to cross the road.
ADAPTATIONS: (1) Ten choices could be made possible by having the leader go slowly or quickly. For instance, he could walk either slowly or quickly across the room. If he walked slowly the correct answer would be, "You walked slowly." If he hopped fast, the child would say, "You hopped fast."
CAUTIONS: The children should be encouraged to choose those who have not had a chance to be leader.

2. BIRD WALK (2-4)

PURPOSE: To listen with the intent to increase the memory span
PLAYERS: GROUP OR CLASS
MATERIALS: None
DIRECTIONS: One child may start the game by saying "I went for a walk. I saw a robin." The next child will say, "I went for a walk. I saw a robin and a bluejay," thus adding another bird. Each child repeats and adds another. Start with a new listing after four or five or an appropriate number of children have participated.
ADAPTATIONS: (1) For developing more specific skills, or for older children, each child may insert a number, e.g., "I saw two robins. I saw six goldfinches," etc.
(2) Other objects may be used: "I went to the store for mother. I bought ....."
CAUTIONS: Playing this game too often or for long periods of time, would negate its value.

3. ALLIGATOR (4-6)

PURPOSE: To listen for clues in the use of homonyms
PLAYERS: TWO, A SMALL GROUP OR A CLASS
MATERIALS None
DIRECTIONS: The leader tells a short story in which he uses a pair or set of homonyms such as to, two, and too, except that in place of the homonym he says, "alligator." For example, "John went alligator the store. He bought alligator loaves of bread. When he came alligator the candy counter, he bought some of that, alligator." The player who states and spells the correct set of homonyms is the next leader.
ADAPTATIONS: For alert players, two pairs of homonyms may be used in the same story.
CAUTIONS: (1) The leader may find it necessary to give more sentences using the homonyms if the players fail to guess the correct pair or set of homonyms.
(2) All the players should be familiar with the homonyms which are used.

4. CURIOUS TRAVELER (k-3)

PURPOSE: To encourage attentive listening to oral directions
PLAYERS: CLASS
MATERIALS: None
DIRECTIONS The teacher begins by telling the children that each of them is going to be a "Curious Traveler." The teacher then gives the following directions and the children act them out:
"The Traveler stood up.
He looked to the North
He looked to the South
He looked to the West
He looked to the East
He then turned around and faced the North.
Then the West
Then the South
Then the East
Then he stood on tiptoe to see his neighbor's shoulder.
He smiled at what he saw, and sat down."
The game is then repeated using modified direction.
ADAPTATIONS: (1) The children or the teacher may add or substitute other things for the traveler to do such as putting a pack on his back.
(2) Children could serve as "directors" after they become familiar with the game.
CAUTIONS: Children should be advised to do their own thinking rather than watching a neighbor.

5. BUTTON HUNT (2-3)

PURPOSE: To listen attentively to develop memory span
PLAYERS: EIGHT TO TEN
MATERIALS: A cupful of fairly large buttons
DIRECTIONS: Two pupils called the Button Hiders hide 40-50 buttons around the room. The other children cover their eyes while this is being done. After all the buttons have been hidden the other children called the Button Hunters, are given three minutes to find them. When three minutes are up, each player tells how many buttons he has, and the Button Hiders write down the scores. The one with the most buttons is called the Button Winner. More important, however, the children are then asked to write the name of each Hunter and the number of buttons he has found. The one who has the most correct, wins and is called Memory Winner.
ADAPTATIONS: An entire class could play the game working in groups of three and each group leader could report the total score of his group. Each group then could pool its collective memory in striving to be the Memory Winner.
CAUTIONS: (1) The children should be cautioned not to race around the room, but to search slowly and deliberately.
(2) The buttons should not be hidden near easily broken objects.
(3) Pupils might be helped to develop mnemonic devices for remembering the number stated by each pupil.

6. CHARACTER HUNT (4-6)

PURPOSE: To listen intently for clues which describe a character presented in a short story.
PLAYERS: SMALL GROUP
MATERIALS: Familiar story
DIRECTIONS The teacher or a pupil reads an interesting story. As this story is read, each child selects a character to describe. He listens carefully for all of the clues which tell about this character. After the story has been read, each child is given a short time to plan his character sketch and then these are presented orally to the group. The children listen intently as these sketches are presented and on a numbered sheet write the names of each character described. The child with the largest number of correct listings is declared the winner.
ADAPTATIONS: The children could tell a true story in which there are good descriptions of the characters.
CAUTIONS: (1) A demonstration will be needed in order to show how to select and describe a given character.
(2) The speaker should be expected to complete the description in a reasonably short time.

7. FLYING (k-2)

PURPOSE: To listen in order to reason from what is heard
PLAYERS: A LARGE OR SMALL GROUP
MATERIALS: None
DIRECTIONS: The children stand either at the side of their desks or in an open area of the regular classroom. The leader stands in front of the group and says, "The sparrow is flying." At the same time the leader moves his arms rapidly up and down. The other children move their arms up and down in response. Each succeeding time the leader changes the name of the bird, for instance, "The robin is flying." If the leader names any animal that does not fly, the children must not move their arms, even though the leader does. When a child moves his arms at the wrong time, he takes his seat. The last child standing wins the game.
ADAPTATIONS: (1) The children walk around the room as their arms move in a flying motion, but stop when something other than a bird is named.
(2) The game could be changed to "Swimming" with the children using their arms in a swimming motion and the names of fish substituted for the name of birds. The leader would say, for instance, "The minnow is swimming."
CAUTIONS: Be sure that the same children are not always the winners and another group of slower reacting children are not always the losers. After a few minutes of play all of those standing could be declared winners.

8. CLUES AND QUESTIONS (4-6)

PURPOSE: To listen with the intent to ask questions motivated by what one hears
PLAYERS: CLASS
MATERIALS: Books selected for the purpose
DIRECTIONS: The teacher tells the class the title, author, and a few sentences of information about each of three books that are suitable for reading to the class during literature period. Each pupil, from what he hears her say, formulates one good written question about one of the books. From the interest shown by the quality of the questions, the teacher selects the book the group will enjoy during the next days or weeks.
ADAPTATIONS: The teacher might discuss some of the more interesting questions with the class.
CAUTIONS: Some orientation as to how to select and form a good question may be needed.

LISTENING GAMES
BUILDING LISTENING SKILLS WITH INSTRUCTIONAL GAMES

1. MAIN TOPICS OR DETAILS (4-6)

PURPOSE: To give practice in listening to determine main topics and details

PLAYERS: CLASS

MATERIALS Prepared material which contains at least three main ideas and a number of supplementary details; paper and pencil for each player.

DIRECTIONS: The teacher reads the sketch or short story, asking the children to determine which items are necessary to the story and which are details that make it more interesting. The children are given time to write under the two headings, Main Topics and Details. Answers are then discussed so that children can check their listening power.

ADAPTATIONS: (1) Children may compose stories for the game, being sure to include both main ideas and supplementary details.
(2) Younger children might have a di toed sheet containing sentences about the story. They will then designate which are main topics and which are details.

CAUTIONS: Some group instruction in determining main topics and details should precede use of this game.

2. WHAT WORD (4-6)

PURPOSE: To listen for both sound and meaning clues of words

PLAYERS: TWO OR MORE

MATERIALS: None

DIRECTIONS: The players are to guess the word that the leader is thinking of when she asks a question. This question will include clues as to the word meaning and sound. For example, the leader says, "What word means to look for something and rhymes with church?" The player with the largest number of correct answers is the winner.

ADAPTATIONS: (1) The players may write the words, with credit given for correct spelling.
(2) Teams may be formed for competition.

CAUTIONS: (1) The leader may wish to have questions prepared before hand.
(2) A judge may be needed and be prepared to expect more than one correct answer.

3. GET THE IDEA? (6-8)

PURPOSE: To listen for the main idea of a paragraph

PLAYERS: SMALL GROUP OR CLASS

MATERIALS: Selections from any of these sources: (1) stories from such school publications as the Reader's Digest Skill Builders, (2) newspapers and magazines; (3) textbooks in the content subjects; paper and pencil for each player.

DIRECTIONS: The teacher or a pupil reads a paragraph from a selection while the players listen for the main idea of that paragraph. Then each player writes the main idea in his own words in a sentence on his paper. After several paragraphs ahve been read and the players have written the main ideas for each, the player who has the greatest number of best answers is the winner.

ADAPTATIONS: (1) The players may write titles for the paragraphs
(2) These titles may also be expressed as headlines
(3) The players write the main idea of several paragraphs

CAUTIONS: The paragraphs which are selected should contain definite main ideas.

4. WHAT'S IMPORTANT? (5-6)

PURPOSE: To listen to determine which items of a talk are relevant and which are irrevelant.

PLAYERS: SMALL GROUP OR CLASS

MATERIALS: None

DIRECTIONS: Children are asked to have their right hands on their desks. The teacher or leader states that he is going to tell the group about an experience he has had. While he stays on his subject, the palm of each child's right hand is to be up. He proceeds to tell of an adventure, a trip, or a biographical sketch, including some unrelated facts. When he does this, those who detect these turn palms down. A child who proves to be quite alert may be selected as the next leader.

ADAPTATIONS: The game may deal with sequence of historical or other factual material the group has studied.

CAUTIONS: The speaker should be prepared with an experience or story that is basically interesting to his listeners.

WORD RECOGNITION
(Games to Aid Word Recognition)

1. Alphabet Blocks (Grade One)

Commercial alphabet blocks may be used, but small wooden blocks can be sunstituted by placing masking tape on all sides and printing a letter of the alphabet on each of the sides. At the beginning a child uses about three blocks. He tosses these on the table and tries to make a word from the letters that are up. Leter, more blocks are added. A piece of felt on the tesk top will help soften the sound. The children may take turns tossing the blocks, and score may be kept of the number of words each child can make.

2. Anagrams (Grade 2, 3, and 4)

Envelopes with cardboard letters of the alphabet are distributed. A short story is written on the chalkboard together with questions. The children answer the questions by using their letters to make the words.
Example: The old dog was sleeping soundly in front of the fireplace. He was dreaming about a rabbit that was leading him farther and farther into the woods. The rabbit crawled in to a hollow log and the dog tried to follow him.
(a). Where was the dog sleeping?
(b). What did he dream about?
(c). Where did the dream take place?

3. Antonyms (Grades 1, 2, and 3)

Sentences are written on the board. The children read them and write a word meaning the opposite of the word that is underlined.
Example:
(a). The soup is hot.
(b). The hat is old.
(c). The tree is big.
(d). He always sings.

4. Ball Game (Grade One)

The children stand behind their chairs. Each child has a word card which he puts on his chair. One child bounces the ball to another child who catches it and says his word. If he says the word correctly, he picks up his word and another word is placed in front of the first word. At the end of the game, the child with the most cards wins.

5. Call Game (Grades 1 and 2)

Words, phrases, or sentences are written on the chalkboard and numbered 1, 2, 3, 4, etc. The children draw numbers from a box, and each reads the word or phrase that corresponds to the number drawn.

6. Detective (Grades 2, 3, and 4)

Directions: Look through your reading lesson and see how many compound words you can find. Write these on a piece of paper.

NOTES

SUGGESTED FOLLOW UP ACTIVITIES

1. Circle words with long vowels

2. Circle words with short vowels

3. Put words where they belong

Food	Colors	Names	Pets
____	_____	_____	____
____	_____	_____	____

4. Check on reversal tendency

was	saw
on	no
part	trap

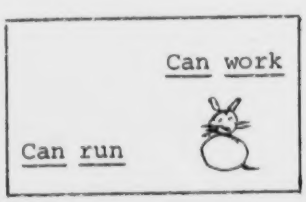
5. Write 3 words that rhyme

6. Write endings for words

7. Write a letter in each blank to make a good word
   Make a good word
   t -- l - ish

8. Finding opposition

9. Making judgments



10. Matching Sentences
    Ex. A. We write _____ with a pencil
    with a rod

11. Sentence completion

12. True or false statements

13. Watching for key words

14. Words that tell time

15. Sentence completion with aid of readers
    (Teacher writes part of sentence on board. Children find remainded in story.)

16. Making comparisons

	Porcupine	Racoon
Home		
Food		
Habits, etc		

17. Answering questions through recall

18. Quiz shows

19. Matching pictures and sentences

20. Finding pairs

    table - chair
    hat - coat

21. Who said it?

22. Dictionary fun

23. Dramatizations

24. Puppets

25. Finger plays

26. Choral speaking

27. Drawing conclusions (Because Game) Ex. The old man way happy because ---

28. Riddles

29. Locating details

30. Drawing pictures to portray an idea

31. Painting pictures

32. Identifying words
    Ex. "Moo", said the _____
    "Quack", said the _____

33. Finding the main idea

34. Alphabetizing
    a. Picture dictionary
    b. Alphabet posters pictures
    c. Alphabet cards
    d. Flannelboard letters
    e. Accordion alphabet book
    f. Alphabet games
    g. Alphabet hopscotch (wrapping paper)

35. Classification
    a. Pictures
        Ex. Things that belong together
            vegetables, fruits, children
    b. Words
    c. Ideas
    d. Color identification

36. Developing comprehension skills
    a. Five W's
        What who when where why
    b. Questions and answers (cards)
        Who sells sugar? The grocer sells sugar.
    c. Matching paragraphs and titles
    d. Multiple choice paragraphs and titles
    e. Guessing riddles
    f. Games

37. Map reading

CHARTS

1. Guidelines for making charts
   a. Balanced border of space at top, bottom, and sides
   b. A picture
   c. Caption, high and bold
   d. Spacing
      One and one half to two inches tall for beginners
   e. Short and concise (for beginners)
   f. Attractive
   g. Accurate and neat

2. Kinds of Charts

   a. Experience charts
      (Brief statements)
   b. Picture charts
      A dictionary or reference chart
      Ex. Things we can do - Picture to illustrate

Paint	Run	Hop
Color	Walk	Skip
Paste	Jump	

   c. Weather chart
   d. Number chart
   e. Our helpers chart
   f. News items chart
   g. Planning charts (a trip)
   h. Story chart
   i. Direction chart
   j. Information
   k. Room standards
   l. What to do charts
   m. Library book lists
   n. Records of experiments
   o. Special days
   p. Health

NOTES

OTHER AIDS FOR TEACHERS

I. Audio-Visual (available in libraries and district offices)

II. Tape Recorder and Record Players

- A. Uses
  1. Reading Development
  2. Reading Readiness
  3. Corrective Reading

III. Prepared Classroom Materials

- A. Types
  1. Globes
  2. Maps
  3. Charts
  4. Flash cards - spelling
  5. Script cards

B I B L I O G R A P H Y

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Zaner-Bloser Co. Reference Manual for Teachers.

APPENDIX A

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Bureau of Publications
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Child Study Association
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New York, New York 10028

Children Book Center
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Childrens Book Council
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New York, New York 10010

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Chicago, Illinois 60607

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Committee on Diagnostic Reading Tests, Inc.
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